

DOCUMENT RESUME

ED 232 811

RC 014 225

AUTHOR Pike, William A.
TITLE Alcoholism: Devastation for Indians. 36 Lessons on Alcoholism.
INSTITUTION Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.
PUB DATE 79
NOTE 120p.; Light print may not reproduce clearly.
PUB TYPE Guides - Classroom Use - Materials (For Learner) (051)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Alcohol Education; *Alcoholism; American Indian Culture; American Indian Education; *American Indians; Community Characteristics; Cultural Differences; Family Problems; Laws; *Learning Activities; Medicine; Personal Narratives; Rehabilitation Programs; Secondary Education; Units of Study
IDENTIFIERS South Dakota (Aberdeen)

ABSTRACT

In an attempt to educate American Indians about the problems of alcohol abuse, the 36-lesson book presents historical, cultural, legal, medical, social, and personal facts about alcohol and alcohol abuse. Each 3- or 4-page lesson is illustrated in black and white and consists of an introductory narrative, learning activities, and follow-up questions. The lessons include information about the difference between Indians and non-Indians in their use of alcohol; the history of the use of alcohol in the world, in the United States, and among Indians; cultural variations regarding socially acceptable alcohol use; legal aspects of alcohol use; the sickness of alcoholism and its effects on the body, the family, and the community; the chemistry of alcohol; alcohol use among children; statistics on alcoholism in Aberdeen, South Dakota; and alcohol recovery programs. The lessons also include the personal histories of five recovered alcoholics. Many of the lessons contain references to famous Indian leaders or otherwise present an interesting perspective for Indian students. (SB)

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ALCOHOLISM

Devastation For Indians

36 Lessons On Alcoholism

Written by
William A. Pike, Ed.D.

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INTRODUCTION

The Bureau of Indian Affairs considers Alcoholism to be one of the most significant and urgent problems, and destroyers of the American Indian's most important natural resource, Himself.

It is with that thought in mind, that this book was written and chapters planned, so that our leaders of tomorrow will be able to follow the advice given by one of our Great Leaders, Sitting Bull.

"I have advised my people thus: when you find anything good in the white man's road, pick it up; but when you find something bad, and turns out bad, drop it, and leave it alone."

John H. Buchlmann
Human Services Resource Developer
Bureau of Indian Affairs

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About The Cover

In the oral literature of the Sioux are stories about Iktomi (spider) who is a trickster. Iktomi has the ability to change himself into other forms to fool mankind. Iktomi represents the individual acts of one person, the archetype is that of an individual versus society. When the individual person seeks to satisfy his own personal needs or wants, he neglects the well-being of all other people. Iktomi always forgets any good lesson and is apt to commit the same error over and over.

In the logo for the Bureau of Indian Affairs, Aberdeen Area Alcoholism Office Iktomi appears as a bottle and is trying to fool the Lakota people with false promises. Alcoholism is the modern day Iktomi. We should remember and learn from the morals and meaning of the Iktomi stories. Let's not get caught in his web.

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The Bureau of Indian Affairs considers alcoholism to be the most significant and urgent health problem of the American Indian, yet for many of those affected, it goes unseen or ignored. In order to overcome alcoholism we must first identify it:

personal well-being of any individual, and are associated with a majority of all auto accidents, homicides, assaults and suicides that occur among the Indian population.

In the fiscal year 1975 of the actual 94,024 offenses known to police, 37 percent definitely involved intoxicating liquors It can be assumed many of the remaining 59,145 known offenses can be attributed to intoxicating liquors.

from the Combined Tribal and
Bureau Criminal Justice Services:
Statistical Report—1975

The added expenses of medical care, welfare, law enforcement, and agency costs must be attributed directly or indirectly to the effects of excessive drinking and as such severely drain the already inadequate community resources.

LESSON 1

How Indians and non-Indians Differ on Alcohol Uses

The American Indian had no history of alcohol use except in the few isolated religious rites. It was practically unknown in the northern hemisphere, but the Incas of South America did use wine to a certain degree in religious ceremonies. Today alcoholism is the number one problem in the Indian World.

In the past Indians valued good advice from Indian wisdom. Indian wisdom is an understanding and knowledge which Indian people believe is the right way to look at the four most important objects. These objects are God, myself, my fellowman, and the world. The Indian people had a better way of looking at these objects than any other race of people in the world. It was very, very important for the Indians to study things and learn how different objects, ideas, and attitudes would affect their life and their relation to these four most important objects. It would be well then for us to study alcohol so that we could find the proper way these objects should be used.

The American Indian had no history of alcohol so he didn't understand how to use it. This is probably one of the reasons that it is the number one problem today.

In order for us to really understand alcohol we must go back farther in history than when the non-Indian first came to America. Alcoholism knows no racial boundaries, but in many cases the non-Indian has learned to deal with alcohol in his everyday life better than the Indian people have. It has only been since the early 1950's that it was legal for Indian People to buy alcohol in the same manner that the non-Indian did. The Indian has had less than twenty-five years of experience in learning how to handle alcoholic beverages in a way that is acceptable by the rest of society. The non-Indian on the other hand has had thousands of years in order to build up different ways of handling alcohol and using it in a way that is not harmful. The non-Indians do have many alcoholics, but they also have many social drinkers who are able to take a few drinks and quit. In most cases the Indians have never learned the art of social drinking.

Now let's take a look at the time when the non-Indians were living in tribes.

ACTIVITIES FOR LESSON 1

1. Ask a druggist what products he has that use alcohol. All class members can share their list and post pictures of products on the bulletin board.
2. Visit a grocery store and make lists of products which have alcohol in them. Class members can share their lists and post pictures of the products on a bulletin board.

QUESTIONS FOR LESSON 1

1. What group of Indians used wine in religious ceremonies?
2. What is the number one problem in the Indian World?
3. What did Indians value in the past?
4. What are the four most important objects?
5. What three things did Indians want to study?
6. Why should we study alcohol?
7. Why didn't the Indian People know how to use alcohol?
8. How long has it been legal for Indians to buy alcohol?
9. How long has the non-Indian had alcohol?



The Sioux People would alter moods and consciousness through fasting, personal prayer, and ceremony. This was done in effort of self-improvement so the individual could come into contact with the spiritual realm. He had hopes of receiving a vision which would give him the opportunity to be of greater service to his God (Wakan Tonka, the Great Spirit or Creator) and to his people. This is why his prayer on his vision quest (Hanblecaya) was "Great Spirit have mercy on me that my people may live.

When alcohol was introduced to the Indian people, it was treated as a short-cut to the

spiritual realm, but it was a deceptive and dangerous substitute which ruined the worthy aspects of the vision quest.

In the book, "Lame Deer, Seeker of Visions," Lame Deer says, "Those clever white men always try to teach us poor dumb Indians something new. I sure wish they'd teach us how to drink. When you buy a camera or a tape recorder, it always comes with a little booklet which tells you how to use it, but when they brought us the white man's whiskey, they forgot the instruction book. This has caused us no end of trouble."

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LESSON 2

Early non-Indians and the Rise of Alcohol Abuse

Primitive tribes used to think that alcoholic beverages were very sacred and that gods or devils were in the wine. This thought is not too different from the Indian people, especially the Sioux Indian. The Sioux Indian called alcohol *miniwakan* which meant that there was a spirit in the water. The only way that primitive people could account for the strange feeling that alcohol gave them was by thinking that it was magic or that it had a god in it.

Wine and beer played an important part in non-Indian primitive life, and it was used on big occasions and festivals and celebrations and all these kinds of things. At that time everyone in the village would drink together and they had a feeling of belonging and felt as though they were all part of the village. Care was taken that the welfare of the group wasn't sacrificed because of drunkenness.

Alcohol was very important to the early men because they used it as a contract when two people made an agreement. Instead of signing a contract like you do today, they would drink with each other and that drink was binding.

Intoxication was a sacred state to early man. Young people were considered unworthy of drinking because they were too young to get so close to the god of the wine. Women were not allowed to drink with men so they acted as policemen at some of the drinking parties when tribesmen got together. If someone got drunk and started fighting or getting out of hand, women would tie him up and keep him under control until he was sober.

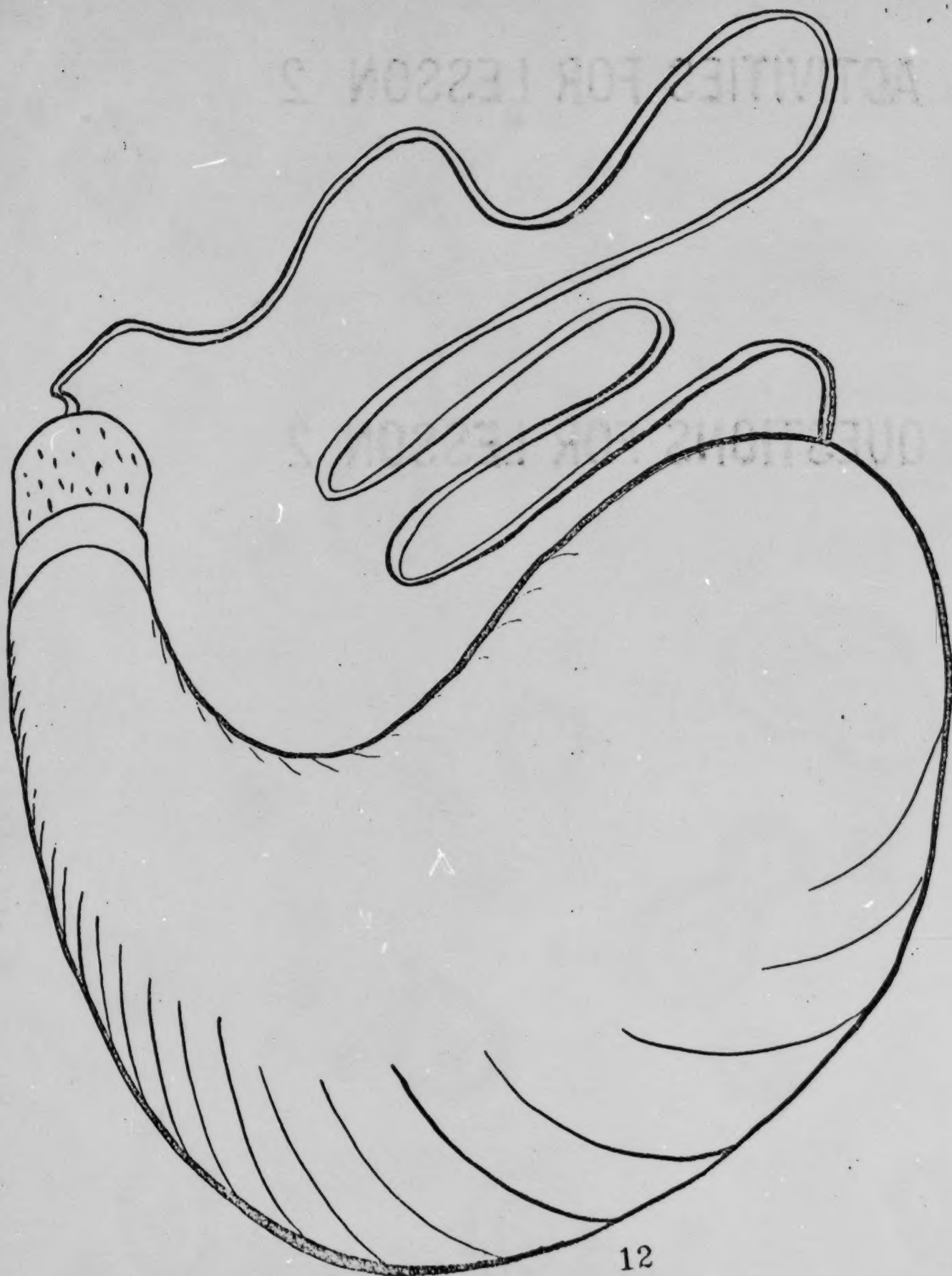
Different races of people had different references of how they used wine. Some would use wine like in the contract, while others used wine at religious rites. The Bible shows that wine was commonly used in small amounts by the Hebrews and early Christians. In fact, Jesus Christ made wine out of water as his first miracle at Cana, Gallilee. Although Hebrews and early Christians did use wine, they didn't condone drunkenness. If a person got drunk he was sternly condemned. People were warned not to mix in the company of drunkards or people who drank too much wine.

ACTIVITIES FOR LESSON 2

1. Ask some of the old people how Indians viewed alcohol when they were children. Ask them how it was before Indians could buy alcohol legally and what differences they can see in the use of alcohol since it is now legal. Share the different ideas with the class.
2. Compare the findings of the interview with the old people to the ways early non-Indian tribes reacted to alcohol use and abuse.
3. Ask the alcoholism counselors in your community for statistics on the problem of alcoholism in your area.

QUESTIONS FOR LESSON 2

1. What did primitive tribes think about alcoholic beverages?
2. How was this like the belief of the Sioux?
3. How did primitive people account for the strange feeling alcohol gave them?
4. What two alcoholic drinks did primitive people use?
5. When did they use these drinks?
6. What did drinking together cause the people to feel?
7. In what way was care taken?
8. How did alcohol act as a contract?
9. What was a sacred state for early man?
10. Why were young people not allowed to drink?
11. How did the women act as police?
12. How did different races use wine differently?
13. How does the Bible show how Hebrews and Early Christians viewed wine?
14. What did they not stand for? Explain.
15. Tell about the Indians first contact with alcohol.
16. How do the Indian and non-Indian compare on their first contact with alcohol?



LESSON 3

The Dark Ages, Religion, and Laws About Alcohol

In each of the great civilizations of the non-Indian world, alcoholic beverages had an important place. Many of their religious ceremonies and affairs of state were conducted around the use of wine or beer. It is interesting to note that these civilizations kept using more and more alcoholic beverages in their meetings and religious ceremonies until they finally reached a place where drunkenness ran riot. Actually in the Roman Empire, as well as some of the other great civilizations, alcohol was part of the downfall of those civilizations.

During the period of time called the Dark Ages, from several hundred years before the year 1000 and awhile after the year 1000, alcohol was used a great deal. The ruling class or the landowners had many parties and hilarious times. The serfs or the slave classes, which included most of the people, drank very cheap homemade wine just to make their life bearable. During that time the medieval church denounced drunkenness.

When Luther left the Catholic Church and started a Lutheran Church, he criticized his fellow Germans for drinking too much. The Calvinist churches and early Puritans used alcohol in small amounts but they also condemned drunkenness which caused different kinds of rules or ethics for the use of alcohol. This does not mean that the non-Indians did not abuse alcohol. Many people ignored the rules or ethics for the use of alcohol. This addiction to alcohol is what we call alcoholism.

Alcoholism is defined as an illness in which a patient's alcohol intake is great enough to damage his physical health and cause him personal problems. He is unable in many cases to function well with the people around him. We may say then, that an alcoholic is a person who does not function normally with other people in his social group due to the fact that he is addicted to alcohol.

Since the rules and culture of the United States of America affect everyone who lives in the United States, it would be good to find out where these laws came from. Many of the laws that everyone in the United States is subjected to originated from some past experiences that men have had with alcohol.

ACTIVITIES FOR LESSON 3

1. The members of the class should interview their different religious organizations and share with the class how each religious organization views the use of alcohol.
2. Individual class members should write short essays on drinking patterns of different historical periods and share their essays with the class. The teachers will be able to provide materials and assignments.
3. The class should try to find as many different definitions of alcoholism as possible and discuss the differences and why different definitions of alcoholism exist.

QUESTIONS FOR LESSON 3

1. What place did alcoholic beverages have in the great civilizations of the non-Indian World?
2. To what point did the use of alcoholic beverages increase?
3. In the Roman Empire and other civilizations, what was alcohol a part of?
4. During the Dark Ages, how did the landowners use alcohol?
5. How did the serf or slave class use alcohol?
6. How did the medieval church react to drunkenness?
7. How did Luther view drinking?
8. How did the Calvinists and Puritans treat alcohol?
9. What is addiction to alcohol?
10. Give the definition of alcoholism used in this lesson.
11. Why should we study laws on the use of alcohol?
12. Where did these laws come from?
13. Tell about the prohibition of Indian use of Alcohol?

RUM

LESSON 4

From Natural Beer and Wine to Strong Distilled Liquor

When Englishmen began to settle in this country, they brought with them the customs and ideals of England. Other groups from different countries also brought their own customs and ideals. Many of these customs and ideals had to do with the use of some form of alcoholic beverage. One of the English customs or beliefs was that beer and wine had health-giving properties. For this reason alcoholic beverages were widely used in the new land of America. A good pot of ale, the settlers believed, could spur a man on and give him the strength to chop down forests and build new towns. Many of the people who moved west into the Indian nations had these ideas.

In early colonial America, wine, beer, and rum were the main alcoholic beverages, and many times these were used to ward off chills and fever. In fact there were very few doctors in early colonial America so alcohol was used as a medicine by many. Rum was widely used in the colonies for medicine and this rum was produced in the West Indies. A booming rum trade started with the West Indies. In fact the rum trade was one of the reasons slavery began in the colonies.

The ordinary use of alcohol was not considered sinful in colonial America. The Puritans of colonial America placed a great deal of emphasis on time and did everything by the clock. Drunkenness meant the loss of time and set a bad example for young people. Just like the early tribes and other people who had bad experiences with alcohol, drunkenness was condemned. They felt that excessive drinking and drunkenness was immoral, debased human dignity, and made men like animals. This condemnation of alcohol wasn't just social. Laws were made and penalties for drinking too much were brought into existence. Some of those laws and city ordinances against public intoxication are still on the books today and in many cities it is against the law to be drunk in public. In all the states it is against the law to drive while drinking.

In colonial America the moderate use of alcoholic beverages was acceptable in all the colonies. Up until 1880 beer and rum were part of almost every social get together. Some of these get togethers included christening, political meetings, and almost every type of social function. Beer and wine were taken regularly at almost all of these social functions. Even Harvard College had beer as part of the daily diet.

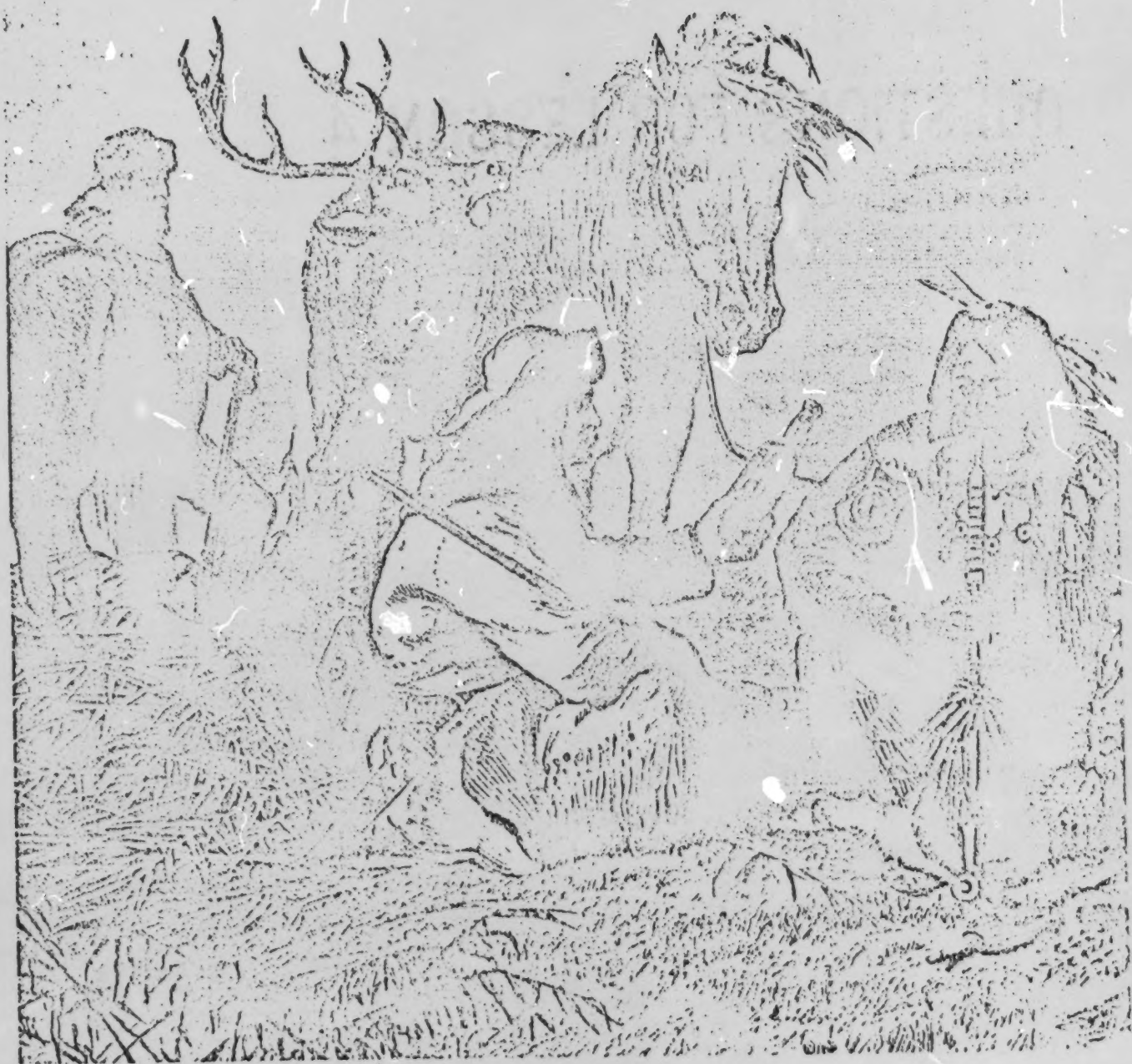
Beer and wine are natural beverages made by either souring fruit juices or souring hops. The liquid is just strained and drunk. There is another process of making alcoholic beverages known as distillation. Although distilled drinks had been around for quite awhile they weren't generally used or hardly even known before the 1500's. In the larger cities in America, there was more and more use of the distilled beverages like whiskey and scotch. The farmers and the rural people still preferred beer to wine.

ACTIVITIES FOR LESSON 4

1. Look up different ways of making alcoholic beverages in the encyclopedia or other reference material. Note both the fermenting process used in beer and wine production and also the distilling process used in liquor manufacturing.

QUESTIONS FOR LESSON 4

1. What did people from other countries bring with them to this country?
2. What was one of the English beliefs about alcoholic beverages?
3. What did the settlers think a pot of ale could do for them?
4. Why was alcohol used as medicine in early colonial America?
5. What happened with the West Indies?
6. What did the Puritans emphasize?
7. Why did they condemn drunkenness?
8. What was brought into existence due to the condemnation of drunkenness?
9. What are some laws on drunkenness that are in effect today?
10. What were some of the social uses of alcoholic beverages in colonial America?
11. What is the difference between natural alcoholic beverages and distilled alcoholic beverages?



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LESSON 5

The Beginning of Temperance Groups and the Conflict with the Mountain Men

Early in the nineteenth century ideas began to change. Before the 1800's wine and beer and even the distilled drinks were used widely by people and if they did not reach a point of intoxication it was not always considered bad. In the early 1800's, there were many religious and civic leaders who felt that daily use of drinks such as whiskey and rum, which were much stronger than wine or beer, was dangerous to the health and morals of the nation. These leaders formed temperance groups to convince people to be moderate in their drinking. They felt it was all right to drink beer and wine, but they wanted people to abstain from drinking the stronger spirits such as rum and whiskey. These early organizers believed that men had been drinking to excess because they didn't understand the physical affects that these beverages had on them. This movement was also in line with the religious idea that any abuse of the body is sinful.

The people who started settling the country west of the Appalachian Mountains felt that a glass of spirits could set one up for a hard day's work, so they drank in the evening and they drank in the morning and they drank at different times during the day.

One of the things that was hard for people

moving West was to get the products they raised to the markets back East. If they had a field of corn it would take a large barge many weeks to haul a load of corn to a port on the Atlantic Coast. It would have to go down the Ohio River and down the Mississippi River to New Orleans. At New Orleans they would sell their corn and their barge and then have a long, long walk back home. One of the ways they could sell their corn a lot faster was to turn it into whiskey. They started making stills which turned the corn into whiskey and they were able to take large quantities of their whiskey down the river on the rafts.

The sale of corn whiskey became a very important source of income to them. They were able to buy many things they needed to build their frontier towns and farms. This was one of the reasons that the Indians were able to get larger quantities of liquor. The traders were able to get more whiskey at cheaper prices which increased the quantity they could carry West.

Great Indian leaders, such as Spotted Tail, Red Cloud, and Sitting Bull were very concerned about the use of alcohol among the Indian people. Many of their leaders warned their people to have nothing to do with alcohol and other degrading things which were available in the non-Indian world.

Sitting Bull stated this principle with the following words: "I have advised my people thus: When you find anything good in the white man's road, pick it up. When you find something that is bad or turns out bad, drop it, leave it alone!"

Because of bad experiences with alcohol, Indian leaders and non-Indian government employees were able to get the legislature of the United States to impose a prohibition on Indian use of alcohol which lasted over one hundred years.

ACTIVITIES FOR LESSON 5

1. Look up the "Whiskey Rebellion" and write a short report on one part of it. Share your report with the class.
2. Make a short report on "Traders, Whiskey and Indians". The teacher will be able to direct you to a reference book.

QUESTIONS FOR LESSON 5

1. What happened in the nineteenth century?
2. How did religious and civic leaders feel about whiskey and rum?
3. What were the purposes of the temperance groups?
4. Why did the early organizers believe men drank?
5. What religious idea was this in line with?
7. Why didn't the mountain men carry wine and beer?
7. Since the mountain men drank, what did this cause others to think?
8. What did the settlers believe "spirits" could do?
9. So, how often did they drink?
10. How was corn shipped to the East?
11. How did the settlers make it possible to get much larger amounts of corn to New Orleans?
12. How did this cheaper whiskey affect the Indians?
13. How did Indian leaders view alcohol?



So-called rugged mountain men who went west all carried alcohol with them. Because of the fact they couldn't carry it in large quantities, they did not carry beer or wine. Instead they carried whiskey. The temperance groups tried very hard to get people not to use alcohol, but these mountain people who went west used it heavily. Since they used it many others felt it was the manly thing to do. If you were going to be a real he-man you had to drink strong whiskey.

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LESSON 6

Indians, Churches, and Temperance Pledges

When settlers moved west they did a great deal of trading with the Indian people. At first they had used glass beads, knives, and different kinds of implements Indians needed to hunt and make a living. Traders started bringing whiskey to the Indian people to trade for furs. The Indians drank up the price they got for their furs very quickly and didn't have anything to show for all the work of trapping the animals. If the Indians didn't trade directly for whiskey, the trader would give the Indians whiskey and after they were drunk he would cheat them out of their furs by trading them very small amounts of trade goods.

Let us emphasize that since the Indian did not have a history of drinking he didn't know how to use liquor that was brought to him. He drank it fast and he drank it strictly for the effect that it gave him—the funny feeling. Just like the early tribes of the non-Indians the Indian thought that the alcohol had a spirit in it. As we pointed out, the Sioux called it mini-wakan and he thought that alcohol gave him a shortcut to the spirit world.

In the non-Indian world, temperance groups prepared a pledge for the people to sign. The pledge called for them to give up all things that might intoxicate them including beer and wine. This step touched off some loud arguments and different laws were made to enforce the pledge. Many people thought that the temperance people were right, but others felt that the temperance movements contradicted the Bible which approved the use of wine in moderation. Many churches used wine in their religious services which was in conflict with the temperance pledges. Some people felt that the wine mentioned in the Bible was not intoxicating because the Lord would not have approved of anything which would abuse the body and spirit. Others argued that it was the same Greek word for wine when the Lord used as it was when the drunkards used it. Some groups believed that the unfermented or non-alcoholic grape juice should be used in the church services. A number of churches could not accept this idea and continued to use wine in their services. They took a stand that the alcoholic beverages are fruits of nature and therefore good. They felt as many people do today, that it is abuse and not the use of alcohol that is bad.

Since many of the churches were against the temperance leaders, they came to the conclusion that the only way to cope with the issue of alcoholism was through the law. They tried to get the legislature to legislate alcohol out of existence. Many people agreed that this would be a good thing and even before the Civil War there was a great deal of alcohol legislation.

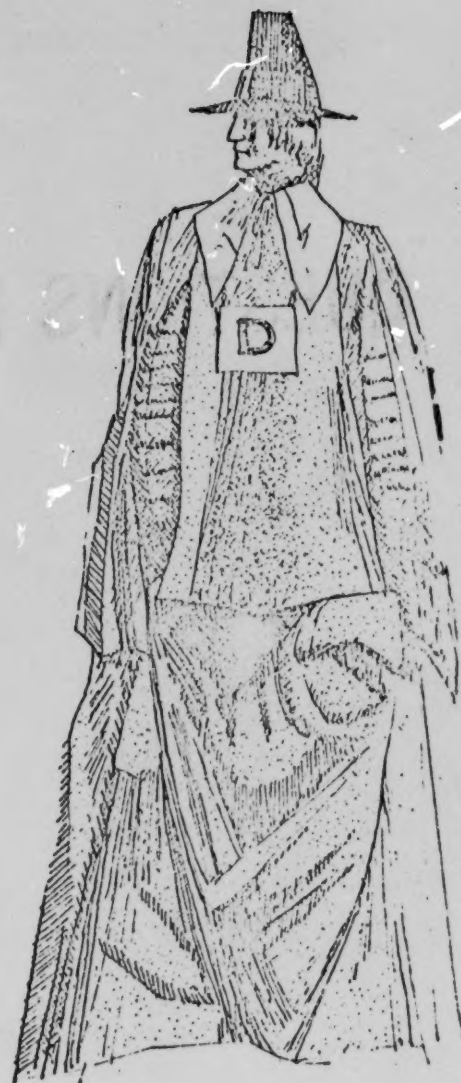
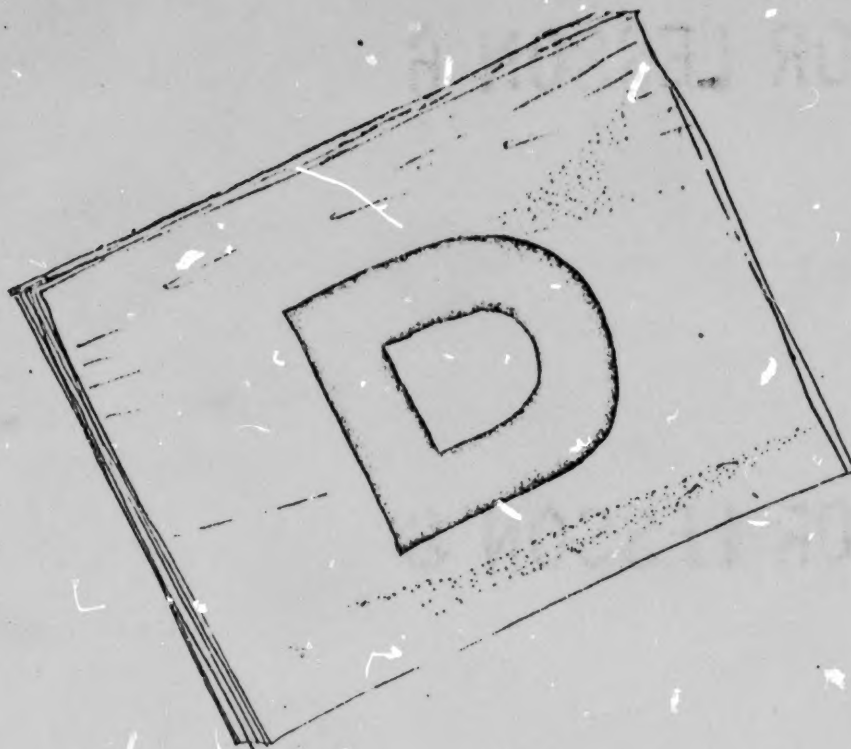
ACTIVITIES FOR LESSON 6

1. Take one side or the other of the temperance disagreements and find as many reasons as possible why that side could be considered right. If the teacher thinks it advisable, a debate between opposing sides would prove interesting.

2. Make a temperance card showing what you think might have been on them. Look through your reference material to find out if there is an example given of a real temperance card and then compare it to yours.

QUESTIONS FOR LESSON 6

1. What were the good things traders brought to the Indians?
2. How did the traders first use whiskey to trade with the Indians?
3. What was the next way the traders used whiskey to trade with the Indians?
4. How did the Indians drink and why?
5. What did alcohol give the Indian?
6. What did the temperance cards ask people to do?
7. What did the temperance cards touch off?
8. How did people feel about the temperance movements?
9. How did this conflict with some church services?
10. What were the two sides of the alcohol question about wine mentioned in the Bible?
11. What stand did churches use who continued to use alcoholic beverages in their services?
12. Since churches were against them what did this cause temperance leaders to do and what happened?



LESSON 7

Constitutional Amendment and Laws to Control Alcohol

The unique place of the alcoholic beverages in the American culture is evidenced by the fact that only one amendment to the United States Constitution has been repealed. This was the 18th amendment or the prohibition amendment. It remained in effect for slightly over 14 years (from early 1920 to late 1933). The prohibition amendment was viewed as an attempt to legislate morals. By this we mean that a few people were trying to tell other people how to live their lives.

The main reason it was possible for one group of people to legislate rules of conduct for others was that excessive drinking and drunkenness did not only affect the person who was drinking, but it also affected his family and many of the other people in the community. Since it did affect many other people, the legislators could reason as the Puritans did when they said drunkenness meant loss of time and it set a bad example for the young people. That and other bad experiences with alcohol caused drunkenness to be condemned and laws made to govern its use.

Virginia was the first colony to pass laws against excessive drinking in the year of 1619. In New England the excessive drinker was whipped and forced to wear a red "D" around his neck. The red "D" stood for drunkard. It is interesting to note that during the war period all laws were cancelled and the taxes raised from liquor sales

was used to further the war effort. During the American Revolutionary Period brewing, distilling, and wine making were common. The residue was fed to animals and in 1791 the newly formed government of the United States imposed a formal tax on distilled liquors to control the use of alcohol and to raise revenue.

The settlers didn't like this new law. Many of them moved over to the Ohio territory to get away from the tax. Farmers in Pennsylvania just refused to pay the tax and the army was sent out to enforce the law. This was the first time that the newly elected President of the United States, George Washington, acted as an executive officer to enforce laws.

When we ask why laws were made to control the use of alcohol we can say that when Englishmen began to settle in this country they brought with them the customs and ideas of England. This included the use of beer and wine causing ordinary use of alcohol not to be considered sinful in colonial America. It was drunkenness and excessive drinking that the New England Puritans thought was immoral. Again it had to do with time, and a loss of time was thought to set bad examples for the young people. Now the whole point of these things was that they felt, as primitive tribes did, that what harmed the individual or group must be bad, and this was reason enough for laws to be written.

ACTIVITIES FOR LESSON 7

1. Look up the Eighteenth Amendment and discuss it with the rest of the class.
2. Look up the Twenty-First Amendment and analyze why the Eighteenth Amendment was repealed.
3. Discuss why prohibition did not work.

QUESTIONS FOR LESSON 7

1. What is the evidence that alcohol has a unique place in the American culture?
2. How long and during what period of time was the Eighteenth Amendment in force?
3. What did the prohibition amendment try to do?
4. Why were people able to legislate rules of conduct for others as far as drinking is concerned?
5. What did bad experiences with alcohol cause?
6. What did the Virginia Colony do in 1619?
7. What happened to the drunkard in New England?
8. What happened to alcohol laws during war time?
9. What happened in 1791?
10. How did the settlers feel about this law?
11. What did the Englishmen bring to America?
12. Summarize the feeling of the New England Puritans and others for writing alcohol laws.



Red Cloud, the great chief of the Oglala Sioux, was very much against drinking. He spoke of a vision he had of a "black trail" where he saw his people dying beside it. Some of his people today believe that Red Cloud's vision foretold the alcohol related traffic deaths that plague the Oglala and all "The People" today.

According to Al Pooley, training coordinator for the American Indian Commission on Alcoholism and Drug Abuse in Arvada, Colorado, Alcoholism is the number one problem among Indians in both urban areas and reservations. Pooley says it is at epidemic proportions and threatens to take up where smallpox left off wiping out the Indian people.

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LESSON 8

Myths and Facts About the Origin of Alcohol

The origins of alcohol were attributed to different gods or sometimes devils, and it was not until 1857 that Pasteur discovered the process of fermentation in which yeast converts sugar into carbon dioxide and alcohol.

Organized production of alcohol is traced back at least to Egypt in about 3700 B.C. where a brewery is described in historical records. About a thousand years later the ruler of Crete was already collecting wine taxes. The Arabs introduced distilling into Europe in the Middle Ages and whiskey originally meant "the water of life".

One of the things that we have to look at is why alcohol was ever produced to start with. One of the reasons is that it is easy to make alcohol. Only a few basic ingredients are necessary. You need sugar, water, yeast, a mild degree of warmth, some type of fruit juices or hops, and when these all occur together it is virtually impossible for alcohol not to be produced. Souring fruit juices automatically become alcoholic beverages. It seems obvious that alcohol was used by man long before the beginnings of written history. It seems strange that the Indian people did

not accidentally make wine long before the coming of the non-Indian.

The Greek story tellers glorified wine and made it a desirable thing to celebrate with the "God of Wine". Each culture has stories about alcoholic beverages in their folk tales. The Indians have not had time to really get into folk tales about drinking, but many stories (both happy and sad) are told about drinking experiences.

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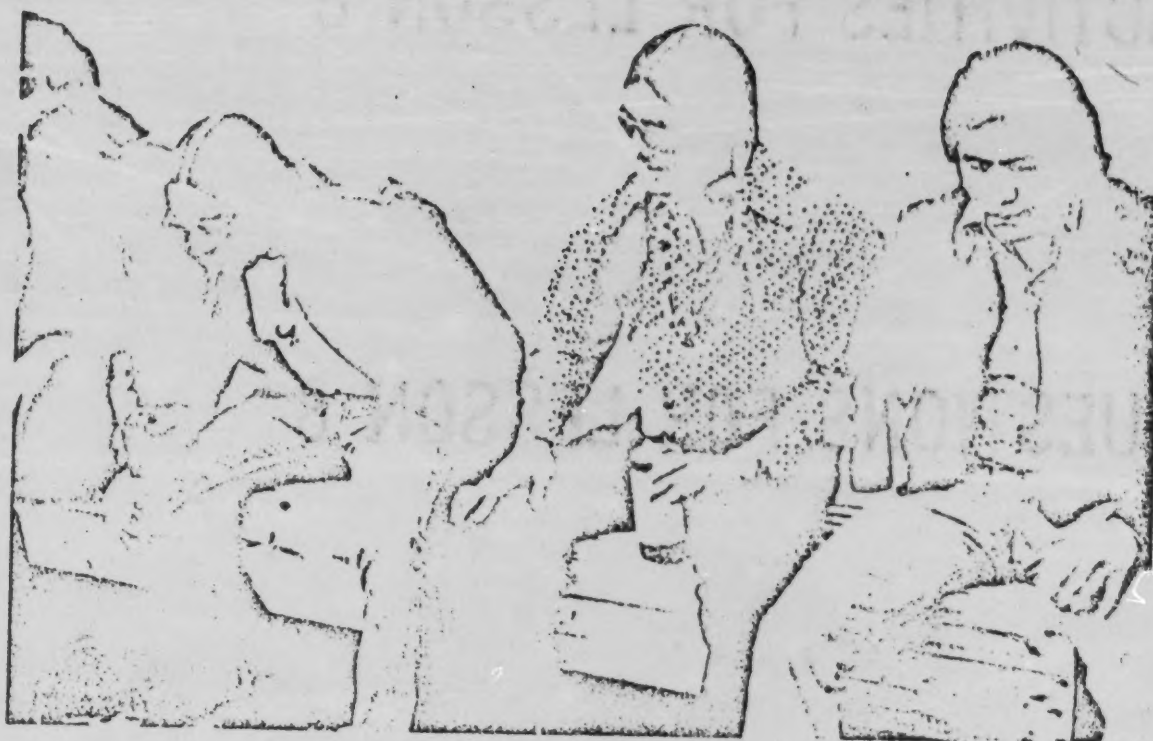
According to Al Pooley, training coordinator for the American Indian Commission on Alcoholism and Drug Abuse in Arvada, Colorado, Alcoholism is the number one problem among Indians in both urban areas and reservations. Pooley says it is at epidemic proportions and threatens to take up where smallpox left off in wiping out the Indian people.

ACTIVITIES FOR LESSON 8

1. Try to find local stories about alcoholic beverages. Include both happy or funny stories and sad or tragic stories.
2. See if you can find local statistics as to whether alcoholism is of epidemic proportions in your area.

QUESTIONS FOR LESSON 8

1. What were some myths Pasteur scientifically dispelled in 1857?
2. What is described in Egyptian history?
3. What happened in Crete?
4. What did the Arabs introduce?
5. What ingredients are necessary to produce alcoholic beverages?
6. How long has alcohol been used by man?
7. What is the probable reason?
8. What did they probably do when fruit juices fermented?
9. What is the reason Greek story tellers had folk tales about alcoholic beverages and Indians did not?
10. Tell about Red Cloud's vision.
11. What is the threat of alcoholism to Indian people today?



LESSON 9

Socially Acceptable Uses of Alcohol Varies in Different Cultures

In the first eight lessons, we have been attempting to chart the use of alcohol from the past to the present or at least point out some historical things which affected people's beliefs or thoughts about the use or abuse of alcohol. We have also attempted to show why certain laws were made to govern the use and abuse of alcohol. In the next few lessons, we will try to show what is socially acceptable and what is socially unacceptable alcohol use.

Beliefs and behavior which is socially acceptable in a non-Indian community or in different non-Indian communities may not be the same as what is socially acceptable in an Indian community. What is not acceptable alcohol use in certain non-Indian communities might not be the same as what is not socially acceptable alcohol use as far as Indian people are concerned. We have already found that Indians had no historical pattern in order to form socially acceptable uses of alcohol. This of course was due to the fact that they did not have alcohol before the coming of the non-Indian. The non-Indian on the other hand has had thousands of years to form socially acceptable or socially rejectable drinking patterns.

Now we should look at what we mean by the drinking society. In the non-Indian world two-thirds of the people drink. Although teen-age drinking is becoming more and more acceptable

throughout the world, the people we are talking about are over fifteen years of age.

Drinking is usually associated with friends or fellowships or celebrating some kind of a festive occasion. Relaxation, recreation, ball games, card parties, and different sorts of get-togethers where people can visit and exchange ideas are also associated with alcohol. The extent of drinking ranges from a toast on special occasions in some places to a great deal of drinking on other occasions. We can say that sometimes there is too much drinking taking place, too often, on too many occasions. For example, holiday drinking is very costly in lives. People traveling to visit different relatives for holiday occasions drink while driving and sometimes lose their lives in the process. In certain communities nearly everyone drinks now and then, and in other communities practically no one ever drinks. Of course there are other communities where nearly everyone drinks quite often.

It has been noted by observers that different kinds of groups have different attitudes and different customs in regard to drinking and many other forms of behavior. This is especially true among Europeans and white Americans. In this connection observers of group behavior often use the terms lower class, middle class and upper class.

What is meant by "levels of society"?

To understand these terms, let us look back a number of centuries. In contrast with North American Indian patterns, which will be discussed in a later section, there was a time in Europe when everyone was classed either as a member of royalty or some form of slave. Members of the royal classes included kings, princes, dukes and other kinds of monarchs who together owned all the property. Everyone else was known as a serf or peasant or some other form of slave.

In those days, communities did not have hardware stores, drug stores, grocery stores, department stores, TV repairmen or other kinds of merchants. People farmed and raised their own food, of which the royal landowner claimed the major part. They made their own clothes,

built their own huts and depended upon the lord to whom they belonged. There were no merchants, and so no merchant class or middle class.

Later, as a result of invention and trade, factories began to be built; merchants, bankers and other kinds of businesses became established. So today, we have rough divisions known as the working or laboring class; merchants, teachers, clerks and the like in the middle class; and rich or upper class people. These divisions are not clear-cut, but they do lead to the observation that the customs and drinking habits of people differ somewhat in different levels or classes of society.

The lower classes include many persons who have no incomes, who are taken care of by the government or who live in institutions. They are dependent upon society. Also, the lower class includes many tramps or bums, lazy persons and subnormal types of workers who live by stealing, begging and constantly shifting about. The lower class includes many persons who are so poor as to lack the necessities of life, who are frequently out of work, and have to be helped part of the time by charity. Also included in the lower level are untrained workers and the poorest of farmers. There is much sickness among this group. There is a high death rate. They carry no insurance and are unable to save anything.

Only slightly better off and included in the lower class group are families who wear poor clothing. The clothing often has patches, fits poorly, and is out of style. They cannot afford to go to a dentist. Their diet is extremely limited. There is much debt among them. Among these would be many unskilled workers, semi-skilled workers, garage assistants, factory laborers.

Altogether, about 30 to 40 percent of the Nation lives at this level. What do you imagine is the attitude of many persons in this lower class group toward drinking? What are their drinking customs?

In general, this group drinks heavily. Beer is a common drink. Cheap wine is a common drink. They do not look down upon a person who gets drunk. Jobs are so uncertain that there is no

disgrace in losing temporary work because of being drunk. So many in this class land in jail for public intoxication that there is no stigma or disgrace in having been jailed. Arrests often result from fighting, quarreling with husbands or wives, failure to support one's children, and other violations as a result of excessive drinking. These are the kinds of persons one sees in slum neighborhoods, sleeping in doorways in cities, staggering and stumbling in ditches.

Go into a skid-row tavern or beer joint in a run down area, whether rural or in a city. The beer parlor or tavern serves as a meeting place and for amusement. There are pinball machines, a radio, card games, and perhaps pool tables. Here you will also see homeless men, migrant laborers, women soliciting for prostitution, gambling alcoholics in high percentage.

Middle class drinking

At the upper level of the lower class, or at the bottom of the middle class, are families who earn enough to rent a four or five-room, barely furnished house. They carry little insurance, perhaps pay dues to a union, go to movies occasionally or own a television set. They buy simple toys for their children. They own secondhand automobiles which they buy on low down payments and hardly complete the last time-payment when it is time to look for another secondhand car. Included are some unskilled workers, if the wife and other members of the family also work.

More firmly established in the middle class group are families who can afford somewhat better home furnishings. They buy the cheaper makes of cars, some household conveniences such as vacuum cleaners. Instead of buying a washing machine nowadays, wives are likely to go to a laundromat of some sort, if there is such an establishment anywhere near. This group includes most of the skilled workers, the more successful ranchers and farmers, clerks, and men owning small businesses.

At the upper level of the middle class group are families who manage to rent or buy a six room house, perhaps with a garage. They allow allowance for travel, magazines, books and other

advancement is small. The wives enjoy many of the labor-saving devices, including electricity, gas or oil heat, and a telephone. The children are seen at least through high school. This level includes better-paid skilled workers and clerical workers as well as the less successful doctors, lawyers, and other professional men and women.

Altogether, the middle class, as roughly described here, totals around 50 percent of the Nation. What are their attitudes and habits in regard to drinking?

For this group, the holding of a job is extremely important. The head of the family generally has to be at work around eight in the morning. He is expected to be on time. His boss expects him to be alert, in good shape for work, willing to take orders. He is expected to be efficient on the job.

Drinking would jeopardize all this. His friends and associates would consider him a fool to go on frequent binges. To be seen lying in the gutter, drunk, would cause much gossip and be a real threat to continued employment. To land in jail would be a disgrace. His whole family would be ashamed to have the neighbors know that he is an alcoholic. To learn that a teenage son or daughter drinks is a great disappointment and shock to such parents.

Drinking does take place. Many of the men are salesmen or merchants who do some of their business at lunchtime where liquor is served.

You will find this white-collar, business class at lunch tables if you go into a downtown bar or cocktail lounge. The men standing at the bar are likely to be transients in this class.

Or go to a drink-and-dine tavern, generally located along main highways. The patrons are mostly businessmen. The main attraction is the service of fine foods and the fact that drinks are served at the tables. Many business deals are transacted over cocktails and steaks.

For entertainment, this class composes much of the patronage of night clubs, generally located in city amusement centers. The main entertainment here is dancing, floor shows, the enjoyment of fine food—and good drinks. Better grade whiskey, scotch, wines, cocktails are

consumed. There is much gaiety, but drunkenness is generally not allowed. Disturbers are quietly asked to leave or are "bounced."

People visit, exchange ideas, discuss politics and business, joke—and drink.

Otherwise, those in this class who do drink, do so at home, or in private clubs. Beer or a cocktail after a round of golf would not be uncommon. On the other hand, in contrast to lower class life, many members of the middle class value abstinence and sobriety. They either do not drink at all, or they drink in moderation, if they meet the ideals that prevail at this level. Within this class, there are great variations, of course, in regard to religious beliefs. Consequently, there are many variations as to attitude toward temperance and abstinence.

It is an important experience for young persons to become familiar with and at ease with middle and upper class values, for it is at these levels that one finds people who enjoy attending symphony concerts, who spend money for interior decoration and home improvement, who purchase the more stylish clothes, attend art galleries and otherwise become customers and supporters of arts and modern improvements. **How about upper class living?**

When we look into the mode of life of the upper class, we see still different attitudes toward drinking, and other social customs. It is such differences that make the determination of one's own standards confusing to the young person.

One does not have to be a "millionaire" to be considered as being an upper class person. Actually, the upper class probably totals around 10 to 15 percent of the Nation.

It includes highly successful businessmen, managers of large-volume businesses, highly successful doctors, lawyers, scientists, actors, eminent writers, top-level politicians, outstanding painters, and fashion designers. They are generally highly educated and widely experienced persons considered as leaders in their professions and in the community.

Economically, they are at least moderately

well-to-do. The older girls and women in this group usually spend more for clothes than the men and boys. They often try to have as good or better things than their neighbors, or live in the better parts of their community. They desire and can afford medical specialists, if health requires it. They are able to carry life, fire and other types of insurance. They plan on savings "for retirement." They have all of the modern comforts and many of the luxuries. They represent the goal of most American business and professional people because this standard allows the things that most of us feel are desirable in life.

For those who drink, they are the ones who purchase champagne and other fine wines, scotch, and better grades of liquors. They are particular about the way drinks and food are served. They observe the social niceties. Vulgarly of any sort is frowned upon.

At the same time, this class tends to be liberal in its attitude toward drinking. The women may drink as well as the men, but not to the point of intoxication or social embarrassment. Occasionally hilarity, occasional episodes of getting tight—particularly among movie or theatrical folk—are passed over more lightly than among middle class groups. Cocktail parties, with much chatter and conversation, are popular. Dining out in first-class places, or entertaining at both large and small private dinners plays a large role in their social life. It is this group that middle class people often try to copy in styles of home furnishings, clothing and the like.

Summary

Thus we see that patterns of behavior do differ considerably from group to group. Attitudes toward drinking differ. For immature young people to note these differences among adults can be very confusing. At the same time, let it be noted that the climb toward enjoyment of the better things in life, and the climb toward acceptance by successful people is easily marred by uncontrolled drinking or alcoholism at any social level.

ACTIVITIES FOR LESSON 9

1. Ask a local law enforcement officer about local holiday drinking. Are there more traffic deaths during holiday periods?
2. Ask some old people in your community what is acceptable or unacceptable use of alcohol in their way of thinking. Share your findings with your class and see if there are differences and similarities with the ones they interviewed.
3. Draw a chart showing what you consider socially acceptable uses of alcohol on one side and what you consider socially unacceptable uses of alcohol on the other side. Really think it through and see how you feel about it.

QUESTIONS FOR LESSON 9

1. What are not always the same between Indian and non-Indian communities?
2. Why have Indians not formed socially acceptable uses of alcohol?
3. Why have the non-Indians been able to form socially acceptable uses of alcohol?
4. What do we mean by a drinking society?
5. What is teenage drinking becoming?
6. What is drinking associated with?
7. Name some occasions that are associated with alcohol.
8. How does the extent of drinking differ?
9. What can we say in general about drinking?
10. How is holiday drinking costly?
11. How do communities differ in drinking?
12. Which kind of community is yours?



LESSON 10

Drinking Patterns In Indian Communities

The patterns of drinking among Indian communities differ in many ways from those that have been described in preceding sections. There are also differences from region to region, and tribe to tribe.

Drinking patterns of Aleuts

The pattern of drinking on a small isolated island off the coast of Alaska is one illustration of how drinking among native American people often differs from descendants of white Europeans.¹

There are only some 56 persons in the village. During the summer the men are away working, and there are even fewer persons around. But there is much drinking, and they have been doing this for two centuries—ever since the rough Cossack Russians first came in search of furs.

The Cossacks taught the people how to make liquor out of herbs, roots, berries, and wheat that they stole from the warehouse of the trading company. Until recent years, all the drinking consisted of home brew. This is made from potato peelings, raisins, and beet juice to make it red.

During World War II, removed to a distant, safer place and unable to make their favored home brew, the people drank "hard liquor" and drank more heavily than ever. "When we were at Ketchikan," says Old John, "I paid out all my money to the bars, bootleg taxi drivers—and the judge."

Today, Old John and his fellow villagers like "to celebrate." They celebrate everyone's birthday. This gives them a chance for a celebration every few weeks at least. They "celebrate" church holy days, departure and return of villagers—and someone is departing or returning all summer long! They even celebrate birthdays of deceased persons, and all American holidays. At times they "celebrate" just because they are in the mood "to celebrate."

At the end of summer when all the men come back from jobs, everybody gets drunk in the biggest "celebration" of the year. "I always have 10 gallons ready," says Old John about this event.

Almost all the drinking takes place at "parties." During the months of July and August alone, there may be as many as 20 parties. They start with two or three persons of about the same age in someone's shack. Perhaps four or five parties will be going on at the same time, in as many homes.

When all the brew at one party has been consumed, the group moves on to some other party and joins in. Hence, one must plan for a party well in advance, in order to get the home brew ready. There is no liquor store from which more liquor can be obtained on short notice.

Some fighting takes place, particularly over women when sexual jealousies are aroused. At parties people weep, laugh, express their affections and resentments, praise and criticize others. The talk and behavior is the kind in which the people do not engage when sober. It goes on until the "celebrators" pass out.

While the parties are going on, the children wander from house to house and circulate among the drunken adults. It is the children who must look after things for the irresponsible adults. The children watch infants, rescue things in danger of being broken, and help drunks move from house to house.

This is what the people call "fun." But, like the alcoholic, there is an urge to drink until one passes out. The reasons for drinking are probably deep-seated. "There's no place to go around here," says Old John. "After awhile I just can't stand it any more. I've got to get drunk!"

Thus we see that this is different from upper class drinking. It is different from middle class drinking. It is more like lower class "white" drinking, but the whole village is of only one class. The entire group gets drunk. It can be expected that such a village will produce a high percentage of alcoholics, for the conditions leading to alcoholism dominate. There is much drinking combined with much tension.

Drinking observations in a Northern Plains group

Let us take a brief look at a different region. We move to the never-ending northern plains. It is an almost treeless, rolling country of dry grass. The people live in small, unpainted log or board cabins. Heat is provided by wood stoves. Furnishings vary from bare to fair, for the most part.

Here drinking is heavier both among the men and the women than it is for whites in general. Drinking is heaviest among the young adults in their twenties. However, drinking takes place among over half of the teenage boys. For girls it is a little less frequent. Some children start drinking when under 10 years of age. Most of the youths report that their parents forbid the children to drink. But they do drink, nevertheless.

In contrast with the practice among whites of drinking in limited quantities, when the people here drink, they drink heavily. Not one or two bottles of beer; more likely half a dozen or more bottles in rapid succession. Not one or two glasses of wine, but an entire bottle!

It is reported that over 70 percent of the Indian population over 15 years of age are drinkers in this community. Unemployment is high. Chronic alcoholism runs into several hundred persons out of a small village population of less than two thousand. Many of the men by age 45 are simply unemployable as a result of their drinking habits. Others get short-term jobs at best, due to frequent failures to show up for work.

There is little opposition to drinking. Relatives quickly bail out drunks if they are arrested. If a barkeeper continues to serve persons already drunk, no one interferes. Half of all the cases seen in the hospital are there due to alcohol in some way.

"Over there is a man who shot himself when drunk," the doctor points out. "He was despondent because his wife threatened to leave the house." The doctor points to another patient. "He had his toes amputated yesterday. He lay asleep in the snow and froze his feet."

Stabbings, fights, blindness from wood alcohol, legs cut off by a train—these are causes of hospitalization from drinking. The court records show that every crime committed by an Indian in this area over the past 10 years was committed by a drunken Indian!

For those who do not drink, some of the reasons for their abstaining are: religious feelings, they don't like the taste, they want to keep a job and good health, they have seen the bad results among others.

Let us think back and contrast the drinking patterns here with other groups we have discussed.

Drinking in a Southwestern area

Let us journey to the Southwest. Here, in northern Arizona, we see two very contrasting Indian cultures. One group is the Hopi Indians. They live on high mesas and buttes, in the most compact villages in the Nation. The adjoining walls are all that separate one house or apartment from another. The people live so close that everyone in a village of several hundred knows, all of the time, what everyone else is doing.

They are thrifty farmers who were subjugated by Spanish conquistadores three centuries ago, and under constant stress, nevertheless they never took up the drinking habits of the conquerors. There is no drinking pattern. Drinking is prohibited in Hopi culture.

Surrounding the Hopis are the Navajo Indians. These people the Spaniards never did succeed in conquering. Their land is so vast, the country so rugged, the grass so thin that no villages ever sprang up there, except for limited acreages assigned to the government for offices and homes of Federal employees.

No villages. No towns. No stores. No bars. Except for trading posts, the nearest services of such sorts are from 50 to 150 miles away; until

recently, over dirt roads by wagon.

Twenty-five years ago, most of the drinking was in the near-reservation towns. It was done by individuals and the members of the group who drove their wagons for several days to get there. In town, the service station rest rooms were all locked up against the Indians. The better restaurants made the visiting Indians feel unwelcome. The merchants kept an alert eye on them if they came in to look over the goods for sale. Merchants didn't trust their Indian customers.

When the Indian family needed to rest, they gathered along a dry stream bed. Bootleggers and drinking tribesmen were always in the vicinity. There was a long-standing Federal prohibition against the sale of liquor of any sort to Indians. So the bootlegger exploited the situation.

His prices were high. The stuff was of cheapest quality. The customer kept a fearsome eye open for police. He drank the bottle in a hurry so as not to get caught. He drank it sitting on the bank of the big ditch, or down an alley. There were no social niceties. No rituals involved. Just hurried, drunken drinking. Even the little children often participated.

On the way home, there were additional bottles under a blanket in the wagon. More drinking. Finish the last bottle just before returning to within the reservation boundaries. The tribal court records, 25 years ago, showed the most frequent offenses to be disorderly conduct, liquor violations, assault and battery, adultery, resisting arrest, and similar offenses connected with drinking. The attitude toward prohibition was that it was a law by the white man; let the white man worry about it. Let him keep it.

Still, drinking was limited for the most part to visits to the distant towns. On the reservation, at the religious and curing ceremonies, drinking was frowned upon by The People themselves.

Today, if you go to visit as a stranger, what will you be able to see? On the outer circles of the religious ceremonies, a high percentage of the

participants stagger from drink. Arrests for fighting are numerous.

There are beer and liquor stores a few miles from the reservation border, where such stores were only in town 25 years ago. The paved roads have reduced the difficulty of going to town. The covered wagons are no more. In their place has come the pickup. Liquor is only an hour or so away. No longer is it days away.

You are likely to encounter cars on the highway, weaving from side to side like a staggering drunk, because they are being driven by drunks. Pick up the paper. You will read about Indian persons being killed or injured in a wreck. Drunken driving. You will hear about drunks on the road being hit and killed by passing cars, unable to see their victim in the dark. You will find the jails are larger and hold more drunks.

The history of drinking in the Southwest, in short, is different from what it is in many other areas. The patterns of Indian drinking are somewhat different from other regions. Everywhere things are changing.

Indian alcoholism

The problem of alcoholism has become a concern to many of the tribal councils among the Indian people themselves. A few studies have been made. Perhaps students and teachers at your school can prepare questionnaires to obtain more definite information as to the extent of the problem in their own home communities. If any scientific studies have been made in a particular tribe, writing to that tribal council will also enable the students to acquire more information.

Psychologists observe that heavy drinking and alcoholism among parents tend to increase alcoholism among the children. Also when there is conflict in the home, the chances of the children becoming alcoholics in later life are increased.

When an alcoholic father rejects a son, the chances of that boy becoming a later alcoholic are increased. When a mother is alcoholic, the children can hardly escape feelings of rejection and deep hurt. Children who are reported to be potentially alcoholic show, in turn, rejection of the parents. The home gets filled with hurt and

hate.

Summary

The history of drinking among Indians is different from region to region, and tribe to tribe.

Heavy drinking is widespread in many Indian groups.

The reasons for drinking by Indians are often different than among whites.

The ways of drinking among Indians are different from many white groups.

A substantial number of Indian societies lack organized public opinion opposed to drunkenness. They exercise little effort to control drinking. This indifference is in itself a major cause of the extent of drinking.

With heavy drinking and with much tension prevailing, the percentage of adult alcoholics increases.

Where there is heavy drinking, psychological damage is inflicted upon the children. Young members of the group become potential alcoholics.

Chapters 9 and 10 from "Alcohol and American Indian Students" by George A. Boyce, School Superintendent, Institute of American Indian Arts, Sante Fe, New Mexico, Revised edition, 1965.

ACTIVITIES FOR LESSON 10

1. Ask some of the old people in your community if drinking patterns have changed in your community in the last 25 years. Share your findings with the class.
2. Ask your history teacher when alcohol was introduced into your community.
3. What is the public opinion in your community about drinking?

QUESTIONS FOR LESSON 10

1. Why is the drinking history different between tribes?
2. Outline drinking patterns of Aluets.
3. Outline the drinking patterns of the Northern Plains group.
4. Why is there little opposition to drinking in the Northern Plains group?
5. Why is drinking prohibited in the Hopi culture?
6. Outline the drinking patterns of the Navajo twenty-five years ago.
7. What are the differences in today's drinking patterns?
8. Why are tribal councils concerned about the problem of alcoholism?
9. How do psychologists explain increased drinking?

LESSON 11

Legal Limits and Decisions on Drinking

Each state sets a minimum legal age limit on the purchase, sale, and possession of alcohol. In South Dakota the legal age is 21 for the use of liquor while the use of 3.2 beer is 18. New York state has a legal age of 18 for all types of liquor. Most states have a legal age limit of 21 for the hard liquors like whiskey, rum, vodka, and drinks over six percent.

The variation between states frequently presents a problem in this age of rapid transportation and population mobility. For instance, a person who has lived in New York state where he has been drinking alcohol for a year may be 19 years old and when he goes to another state and tries to buy it, he might find himself in violation of the law.

Today in the United States, drinking is a socially acceptable custom and, as history has told us, it has been a socially acceptable custom for thousands of years in the non-Indian society. Each young person eventually must decide for himself whether he will follow the customs of the majority and drink moderately on certain occasions or whether he will abstain entirely. If he makes either of these decisions, it is equally socially acceptable. At legal age each person is entitled to decide for himself whether he will drink or not drink. Because this choice is very important, the decision should be considered as very important. It should be made by weighing carefully the pertinent facts, beliefs, and attitudes of the society a person lives in.

When a person deviates from the socially acceptable use of alcohol in the community and begins a pattern of excessive drinking he may fall victim to alcoholism. As we have already found out, alcoholism is an illness in which the patient's alcohol intake is great enough to damage his physical health. It may impair his personal or social functioning and sometimes he uses alcohol before he does any normal function in his community. If alcohol is used as a crutch for social functioning, then we can say this person has a severe problem with alcohol, if not alcoholism.

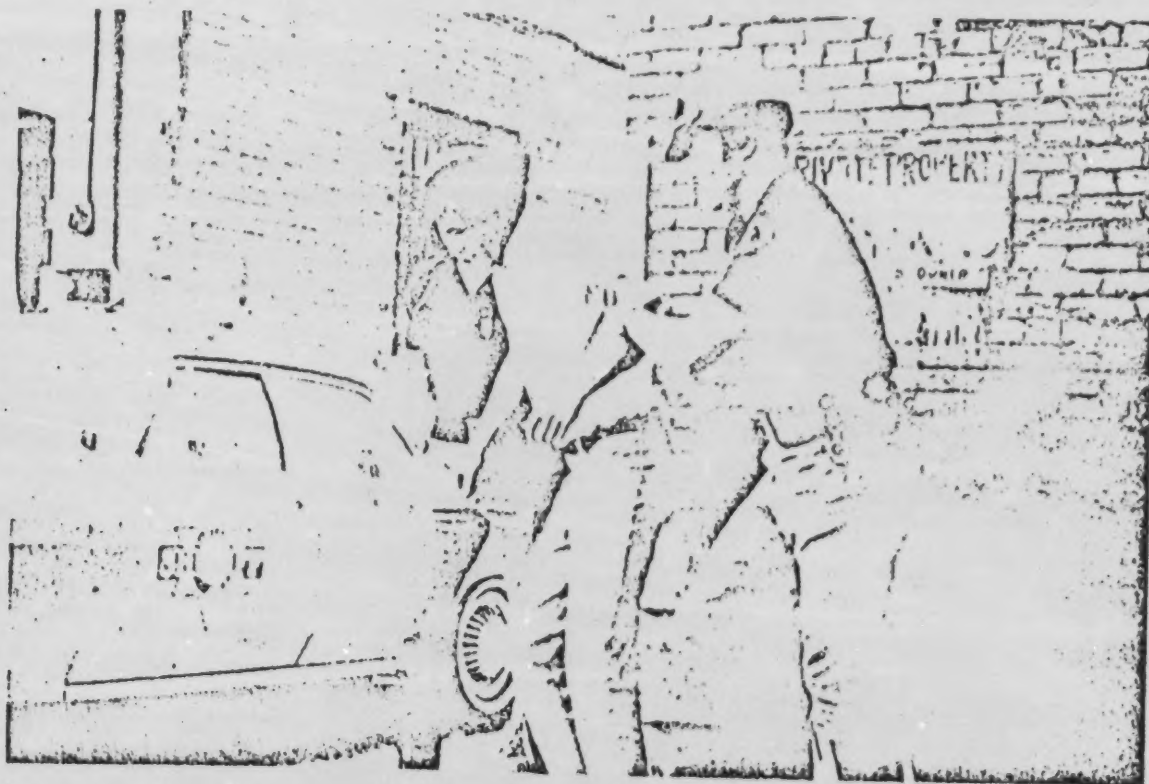
It has become very clear from our historical review that many and perhaps most Americans would continue to insist on their right to drink. It has also become evident that many Americans are drinking to excess and are probably facing the possibility of alcoholism. This drinking to excess, whether it be in the form of alcohol abuse or alcoholism, endangers not only the life of the person using the alcohol, but it endangers the lives and welfare of their families and all other people that come in contact with them. When a person's life falls into a certain pattern which he may consider a rut, it has become man's desire to alter this reality. This alteration of reality is one of the most ancient, persistent, and understandable human needs. The many methods used by people of different cultures to alter the reality around them reflects a necessity to change both himself and his world. Alcohol in the past has provided people an enjoyable way of changing their moods and feeling pleasure with their environment.

ACTIVITIES FOR LESSON 11

1. Ask the coach to talk with your class. Ask him to comment on this situation. He receives a report that some of his players had been on a drinking party the night before an important game which had been lost even though they should have won easily. Have the class help decide whether he should expel the players from the team.

QUESTIONS FOR LESSON 11

1. What does each state set?
2. What are legal age limits in South Dakota?
3. How is New York different from most states?
4. Why do variations between states present a problem?
5. What has drinking become in the United States?
6. What must each young person decide?
7. How should his decision be considered?
8. When a person deviates from socially acceptable drinking, what may happen?
9. If a person uses alcohol as a crutch, what might we assume about him?
10. What will America continue to insist upon?
11. What does alcohol abuse or alcoholism endanger?
12. What does alteration of reality mean? (Refer to Lesson II)



LESSON 12

Recognizing Alcoholism as a Sickness

As is true with most pleasures, too much, too often can become both harmful and destructive. Alcohol abuse in one sense is present whenever a person becomes drunk. If he becomes intoxicated on many occasions or at least drinks heavily on many occasions, this may impair his health and the welfare of his family.

If it becomes necessary for a person to use alcohol in order to deal with the everyday problems of life, a serious dependence on alcohol will result. When a person truly becomes dependent on alcohol it will probably interfere with the individual's effectiveness on his job, his home relations, the community, relations with people living near him, or his functioning behind the wheel of a car. If one or more of these things is present in an individual we can say he is abusing alcohol and we also may raise a strong inference that this person is addicted to alcohol and he is a victim of alcoholism.

Some of the guidelines that may be used to determine if an individual is probably an alcoholic are if he continues to drink even though his drinking consistently causes physical illness, headaches, gastric distress, hangovers, or consistently causes trouble with his associates. Most problem drinkers have one or more arrests for offenses involving alcohol. These arrests may include non-highway arrests, or highway related arrests. Most problem drinkers are also known by most health and social agencies in their communities. They often have a history of troubled

relationships with their employees, with their families, with their banks, with their creditors, and almost all other associations.

Uncontrolled drinking or alcoholism is an illness. All children, students, and teenagers should be made aware of the fact that alcoholism is a sickness. Children of alcoholic parents especially should realize that alcoholism is not necessarily a character defect, but is a sickness. Medical people have agreed within the past few years that alcoholism is not even the direct result of drinking, but anyone who drinks with the disease will become alcoholic. All students including the children of alcoholics should realize that alcoholism is a disease just as diabetes or tuberculosis is a disease. The child of an alcoholic should realize his parent is sick and should be given help.

ACTIVITIES FOR LESSON 12

1. Write a story showing alcoholism as a sickness. Show how a person goes from small amounts to larger amounts and how his problems get more frightening.
2. Discuss with the class or in small groups whether professional or college athletes drink alcoholic beverages. If you decide they do or do not drink, how much do you think they would drink and why?
3. Invite a member of alcoholics anonymous to give firsthand comments on this lesson.

QUESTIONS FOR LESSON 12

1. What is true of most pleasures?
2. If a person becomes intoxicated on many occasions, what may result?
3. When does a serious dependence result?
4. What are some things dependence on alcohol interferes with?
5. What strong inference is made?
6. What are some guidelines used to determine if an individual is probably an alcoholic?
7. What kind of arrest record does he generally have?
8. What kind of history do problem drinkers usually have?
9. What is alcoholism?
10. Who should recognize alcoholism as a sickness?
11. What should children of alcoholics realize?
12. What have medical people agreed upon within the past few years?



LESSON 13

Identification of Alcoholism

Temperance leaders and others who believe in total abstinence, believe that drinking any amount of alcoholic beverages is excessive drinking. To the majority of people in the United States and most other countries in the world, problem drinking occurs only when a person drinks to such an excess that his ability to control his action and maintain a socially acceptable life is impaired. The excessive use of alcohol not only causes the alcoholic problems, it causes everyone who comes in contact with the alcoholic certain problems. It has been said that persons living with an alcoholic are generally as sick or sicker than the alcoholic himself and need care.

In most states it is not against the law for parents to allow their children to either taste or drink alcohol in the home. The legal age restrictions refer only to the public sale, possession, and consumption of alcohol. If the children taste or use alcoholic beverages fairly regularly within the home it is not the responsibility of the state or community, but the responsibility and prerogative of the parents.

It is only when the child drinks in the home and then gets in trouble outside the home, that the parents and the children get into trouble with the state and other parts of the community.

It is estimated today that in America between 80 and 90 million Americans, men, women and sometimes children, drink alcohol to some extent. Estimates of the number of the alcoholics in the United States range from 9 to 18 million or even higher. This would be about 10 to 20 percent of the population who drink. The estimated range is wide because alcoholism has been hidden and denied for many years. No one really knows how many people suffer from the disease and if they are hiding it.

Most people who are not alcoholic but do abuse alcohol, actually brag about the amount and number of times they are drinking. The alcoholic on the other hand generally tries to hide the amount and the number of times he drinks. This causes a great deal of confusion on the part of people who try to get census figures for alcoholics.

Other problems in identifying the alcoholic are different in different communities. A drinking pattern viewed as alcoholism in one community may not be viewed as alcoholism in another community. Only when a person admits alcoholism and seeks treatment, drinks himself to death, or is a recognizable skid row bum does the majority of people agree that he is an alcoholic. It is actually less than 10 percent of the alcoholics and problem drinkers who would fall into these categories. Therefore, there are many who are suffering the devastation of alcoholism who are not identified as alcoholics by the majority of people.

ACTIVITIES FOR LESSON 13

1. Alcoholics Anonymous has a saying which defines alcoholism. Talk this saying over with the class and see if you can figure out its meaning. The saying is, "One drink is too many and a hundred drinks are not enough."

2. Write a letter to the State Alcohol Commission in your state and ask for free information on alcohol abuse and alcoholism.

3. Write a letter to the Alcohol Counselor Training Program at the University of South Dakota and ask what materials they have to loan schools. Ask about film strips, movies, overhead projection transparencies and any free material they might have.

QUESTIONS FOR LESSON 13

1. How much alcohol do temperance leaders believe to be excessive?
2. How do the majority of people define problem drinking?
3. How do legal age limits apply in the home?
4. How might children and parents get into trouble?
5. How many people drink in America and how many are alcoholics?
6. Why is it hard to get an exact count on people who suffer from alcoholism?
7. How can you tell the difference between alcohol abusers and alcoholics?
8. How does this affect the census figures?
9. How do communities differ in viewing alcoholism?
10. When do people agree on a person being an alcoholic?
11. What is your definition of alcoholism?



LESSON 14

Prohibition Problems and Substitute Drinks

In the 1920's and early 30's when prohibition was enforced in the United States, crime associated with alcohol and alcoholic beverages was rampant. Moon-shine stills, bootleggers, and organized crime took over the alcoholic beverage industry. During this time people who especially felt a need to drink alcohol sought substitutes for beer, wine, whiskey, rum and so forth. Some of these substitutes were products that had alcohol in their manufacture such as Vanilla, vanilla extract, lemon extract, many other cooking aids. All of these cooking aids have ethyl alcohol in them.

Ethyl alcohol is the alcohol that our body can handle in reasonable amounts. Some of the substitutes contained other kinds of alcohol such as methyl alcohol which is more commonly known as wood alcohol.

Cheap whiskey that had many impurities in it also hit the markets and literally hundreds of people went blind from this poisonous form of alcohol. The wood alcohol in itself is not poisonous when taken in small amounts, but over a period of time it has an accumulative affect. We will note this a little later.

During the long period of time in which the Indians were prohibited to drink alcohol, many of the very same things happened that happened in the prohibition periods when all people, non-Indians and Indians, were prohibited to drink alcohol in the 1920's and 30's. On the reservation bootleggers were more common than nurses and doctors. Many non-Indian alcoholics would hang

around liquor stores in town and buy whiskey for Indians who came to town. The non-Indian would charge the Indian enough so that he too could get a portion of whiskey.

The Indian, unlike the non-Indian who could go in and sit in a bar and drink a mixed drink, realized that if he was caught with whiskey he would lose it. He then went behind the bar or someplace in concealment and drank it straight down. This, of course, caused drunkenness. There have been many people who have tried to say that Indians have some biological difference which causes them to react differently to alcohol, but if a non-Indian drank a pint of whiskey straight down in a short period of time, he would get just as drunk as any Indian. The Indians also sought substitutes for acceptable alcoholic beverages. They turned to many of the same things that the non-Indians did during the 20's and 30's. These things included, of course, rubbing alcohol, different kinds of wood alcohol, the cooking beverages such as vanilla, vanilla extract, and lemon extract. Along with these they also used hair tonic, canned heat, and other products which have alcohol in their manufacture. Many sad and tragic stories could be related about the use of these kinds of products.

ACTIVITIES FOR LESSON 14

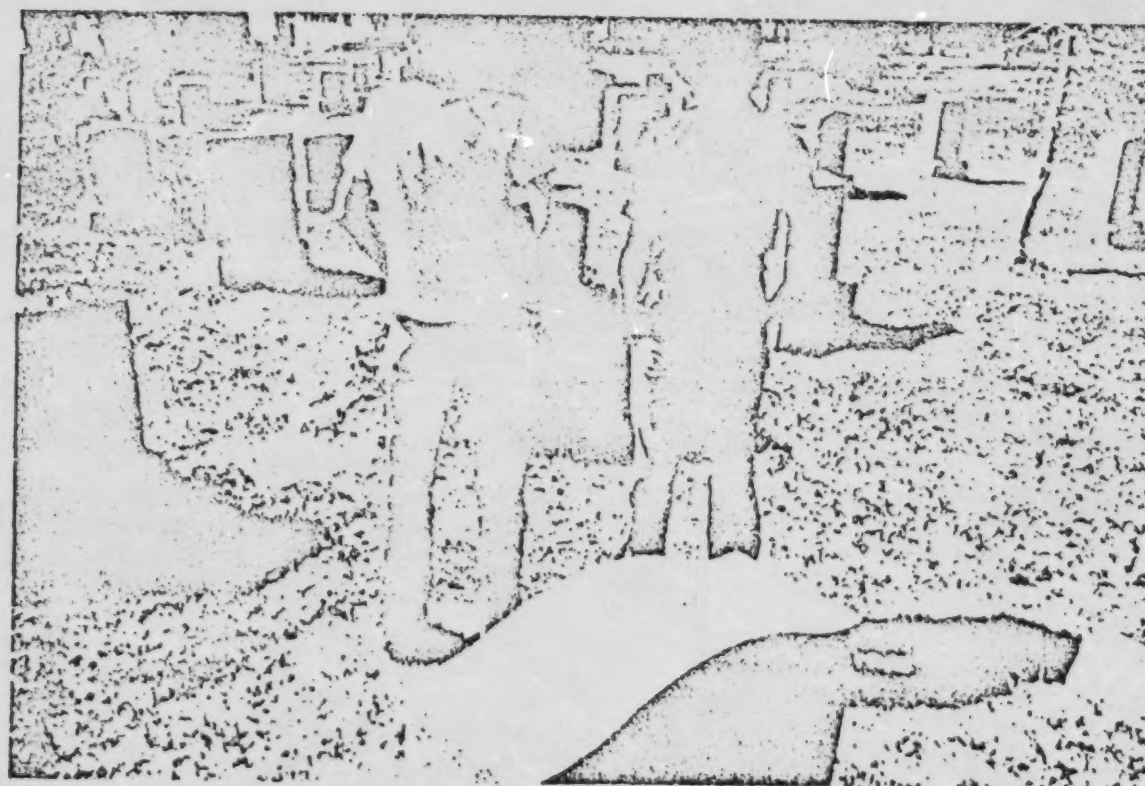
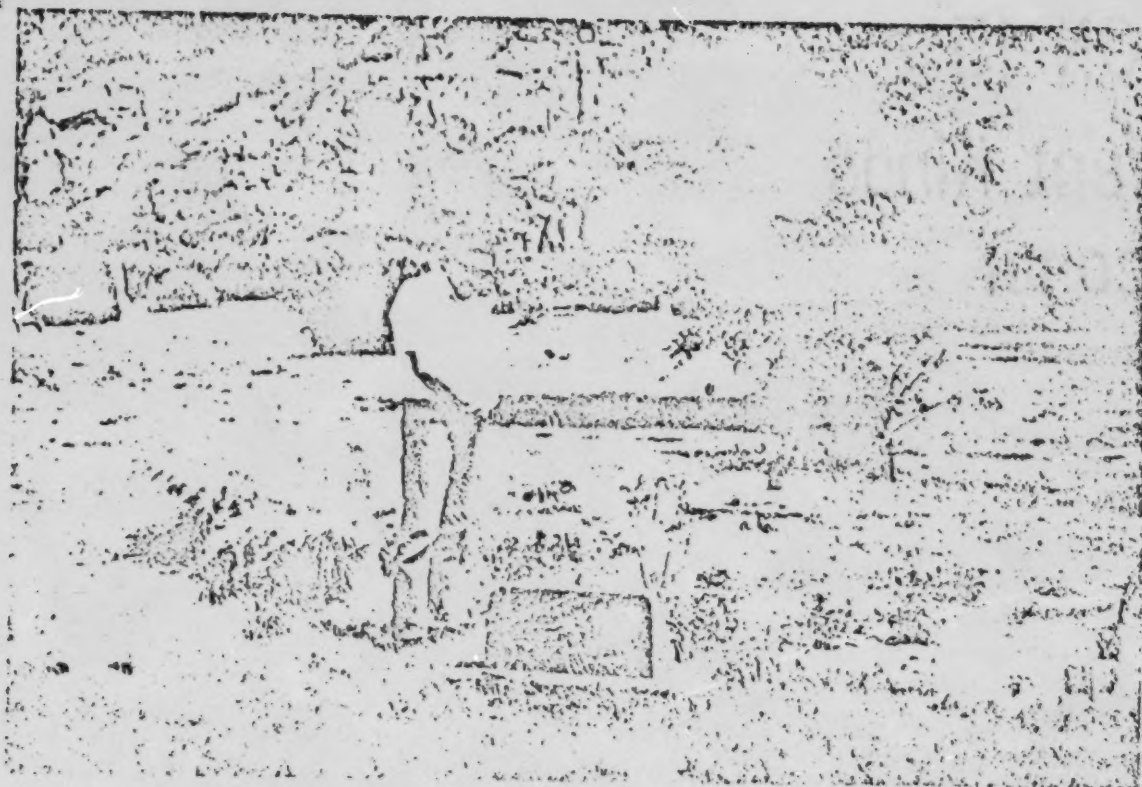
1. Ask the people in your community if there was ever a death caused from the use of wood alcohol. Share what you find with the class and compare the stories on the different times when something tragic like this did happen in the community.

2. Ask some people who are older and were alive during the 1920's and 1930's about prohibition when both the Indians and the non-Indians were not allowed to drink. Ask them about bootleggers and stills where people made their own liquors. Share these things with the class. After you find these things out have a panel discussion with half the class arguing for prohibition and half the class against prohibition.

3. Ask some older Indians how the prohibition of the non-Indians and the prohibition of the Indian people compare. Were there also bootleggers, stills, and crime connected with Indian prohibition?

QUESTIONS FOR LESSON 14

1. When was prohibition enforced in the United States?
2. What were some of the crimes associated with the alcohol industry?
3. What were some of the cooking aids used as a substitute for beer, wine, and whiskey?
4. What kind of alcohol can our bodies handle in small amounts?
5. What other kind of alcohol did some people substitute for beer, wine, and whiskey?
6. Why did people go blind from some cheap whiskey?
7. What do we mean by an accumulative effect?
8. Who was prohibited to drink during the prohibition times of the 1920's and 1930's?
9. How common were bootleggers on the reservations?
10. What are some of the ways that Indians got whiskey during the prohibition period, and how was he cheated?
11. Why did the Indian develop a pattern of drinking fast?
12. What were some of the substitutes that Indians used in place of illegal alcoholic beverages?



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LESSON 15

Different Kinds of Alcohol

Literally hundreds of Indians have died from the use of rubbing alcohol and other types of wood alcohol. In a large number of cases where Indians did die of alcohol poisoning, it was not officially known whether they died of overdose of ethyl or methyl alcohol. It stands to reason that in most cases, since they were prohibited from buying the ethyl alcohol, they probably died from the consumption of wood alcohol, rubbing alcohol, or other poisonous alcohol used in manufactured goods.

Even after alcohol was legalized in 1953 for Indians to buy and consume like the white man, due to the fact that they didn't have as much money, they still sought some of these substitutes. On one reservation several members of two different families died in one day because of drinking some poisonous alcohol used to make explosives.

Although it was not necessary to learn the chemical composition of the different alcohols, it would be good to go through them and find out the differences and what type of alcohol a certain beverage has in it. Ethyl alcohol has a chemical composition of C_2H_5OH and is the principle alcohol found in alcoholic beverages.

Whiskey contains a different kind of alcohol called amyl or fusel oil. It has a naturally unpleasant taste which is improved by aging and flavorful additives. Most people who drink whiskey mix it with fruit juice, pop, and other mixes in order to make it taste better. If whiskey is drunk straight, it is generally drunk for effect rather than for the taste. Non-Indians over the years have learned to drink mixed drinks of whiskey in small amounts in some cases. The Indian, with his

history of buying whiskey from bootleggers, learned to drink it fast and straight which causes a large amount of alcohol to get into the bloodstream faster.

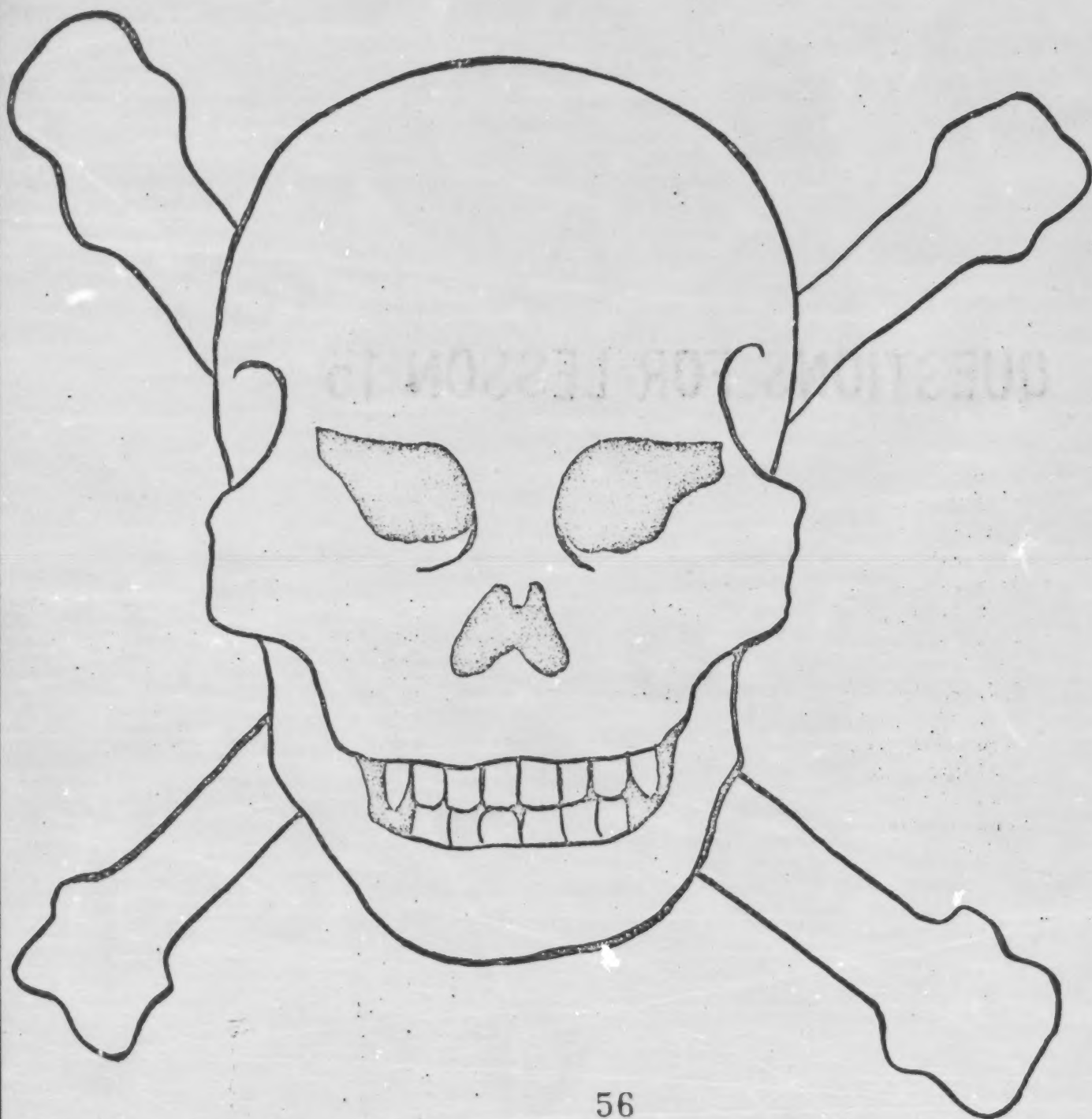
Rubbing alcohol, bay rum, anti-freeze, and heet all contain methyl alcohol as we noted before. This alcohol, over a period of time, is very toxic. It can kill. Wood alcohol is no more or less intoxicating than the same quantity of ethyl alcohol, but there is one big difference. In the body, methyl alcohol burns much more slowly than ethyl alcohol does. A man who drinks a pint of whiskey in one day has no ethyl alcohol remaining in him the following day. If he would drink another pint of whiskey a few days later, again no alcohol would remain after 24 hours. If a man would drink a pint of bay rum with methyl alcohol in it, the methyl alcohol would be retained in his body for almost a week. If he would drink a second pint of wood alcohol within the same week, his body would store a dangerous and possibly a deadly amount of this poisonous chemical. It is this cumulative effect and retention in our bodies that causes wood alcohol to be so dangerous.

ACTIVITIES FOR LESSON 15

1. Ask a science teacher in your school to explain the differences between ethyl alcohol, methyl alcohol, amyl alcohol, and fusel oil.
2. Write a short paragraph explaining why ethyl alcohol can be used several times a week without causing death and methyl can cause death when it's used several times in one week.
3. Have the teacher show a can that has ditto fluid in it and then read the part that says "caution" on the side of the can showing that the ditto fluid too has an accumulative property.

QUESTIONS FOR LESSON 15

1. What has caused literally hundreds of Indians to die?
2. Why would it stand to reason that most of these deaths were caused from the consumption of wood alcohol?
3. When was alcohol legalized for Indians?
4. Why did they still seek some substitutes?
5. What happened on one reservation?
6. Why is it good to look at the differences of several types of alcohol?
7. Why does whiskey taste so bitter?
8. How is whiskey made drinkable?
9. Why is whiskey drunk straight?
10. What kind of history of buying whiskey did Indians have and what has this caused?
11. What can toxic methyl alcohol cause?
12. What is the difference between drinking beverages with ethyl alcohol and drinking methyl alcohol?



LESSON 16

Deadly Effects of Methyl Alcohol

When a product that has alcohol in it is labeled, for external use only, we know that the alcohol is methyl or wood alcohol. We know methyl alcohol is used in rubbing alcohol and rubbing alcohol is extremely dangerous to drink. Even small amounts may cause blindness and large amounts spread out over a period of a week or so may cause death.

A fairly large amount of alcohol is used in many of the manufactured products containing alcohol. For example, it is a solvent in shaving lotion which has about 35 percent alcohol. Vanilla extract contains as much as 30 percent alcohol. This would be the same as 60 proof whiskey. Many cough medicines contain 10 to 25 percent alcohol and iodine has two percent alcohol. Many of the hair tonics contain as much as 70 percent alcohol. Except for vanilla and other food products, the alcohol used is not a beverage alcohol and it can be highly dangerous. Let us emphasize again that these products can cause death, blindness, and have many other bad side effects.

During the period of time when Indians were not allowed to drink alcoholic beverages legally, many of them did buy rubbing alcohol. Rubbing alcohol contains 70 percent alcohol. When placed on the skin the rapid evaporation causes a cooling of the skin surface and is sometimes used to bring down a fever. It is a very good product when it is used in the right way, but it was never meant to be drunk.

There is a story about one Indian family who used to buy rubbing alcohol. They thought by straining it through a loaf of bread they would purify it or have the toxic ingredients strained out. This was partially true, however, after drinking the alcohol sometimes they would eat the bread.

Industry uses alcohol in various manufacturing processes. It is used, for example, as a solvent for shellac in plastics, cleaning solutions, anti-freeze, and even in the manufacture of some explosives. It is a very important ingredient in all of these things and it is very good when it is used in the right way.

ACTIVITIES FOR LESSON 16

1. Even though the use of methyl alcohol is very deadly and not funny, see if you can find some humorous stories about drinking rubbing alcohol in your community.
2. Have the teacher bring a bottle of rubbing alcohol and read the label to you. Have the teacher let you smell it. Does the smell come from alcohol itself or the things that are put in it?

QUESTIONS FOR LESSON 16

1. If a product is labeled for external use only, what kind of alcohol is in it?
2. What can small amounts of rubbing alcohol cause?
3. Make a list of the products that contain alcohol and label how much alcohol each product contains.
4. How does whiskey and vanilla extract compare on the amount of alcohol each contains?
5. What should we emphasize again as far as these products are concerned?
6. What product did the Indians substitute for legal alcoholic beverages?
7. When placed on the skin, what good effect does rubbing alcohol have?
8. What was rubbing alcohol never meant to be?
9. Tell about the Indian family who used rubbing alcohol.
10. How does industry use alcohol?
11. When is alcohol—especially wood alcohol—a very good thing?



LESSON 17

Definitions of Alcohol and Effects on Kidneys

The way a druggist would define alcohol which is used in beverages would be as a sedative drug, a tranquilizer, a hypnotic drug, anesthetic, and a narcotic depending upon the quantity consumed. Many people believe alcohol is a stimulant because people seem to speed up a little after they drink alcohol and they do things that they would not do before drinking alcohol, but alcohol is not a stimulant. It affects the way a person thinks and causes him to lose inhibitions and many other controls which he ordinarily has over life. So we can see that alcohol is not a stimulant.

As we pointed out in a historical review, many years passed with alcohol widely used as a medicine. Today newer and more effective drugs have practically replaced it. There are some doctors who recommend that elderly people take small amounts of alcoholic beverages to relieve the bodily discomforts and anxieties for old age. For an older person, a mild drink may sharpen his appetite and relieve feelings of chilliness by causing the flow of blood to the skin. It also induces a good feeling that dulls anxiety or nervousness and relieves some aches and pains. All these effects are the result of the sedative action of alcohol.

We do not want to get into a large discussion on scientific or biological effects of alcohol on the body, but it would be good for us to just note some of the things that cause the body trouble after the uses of alcohol. Some people say that alcohol is very good for the kidneys because it makes urination easier. Other people say that alcohol is very bad for the kidneys because it causes inflammation. As far as science is concerned, alcohol has no direct action either harmful or helpful on the kidneys. The frequent urination so common after drinking is the result of the action of alcohol on anti-diuretic secretion of the pituitary gland. Alcohol causes a decrease and less secretion and an increase in urination.

Following the consumption of alcohol there is some disturbance of the mineral elements in the blood. One of the functions of the kidneys is to maintain a balance in the blood of certain essential salts and acid/base balance. When a person becomes intoxicated, there is an increase in the amount of lactic acid in the blood. This condition may upset the delicate acid/base balance of the body and result in a condition called acidosis.

ACTIVITIES FOR LESSON 17

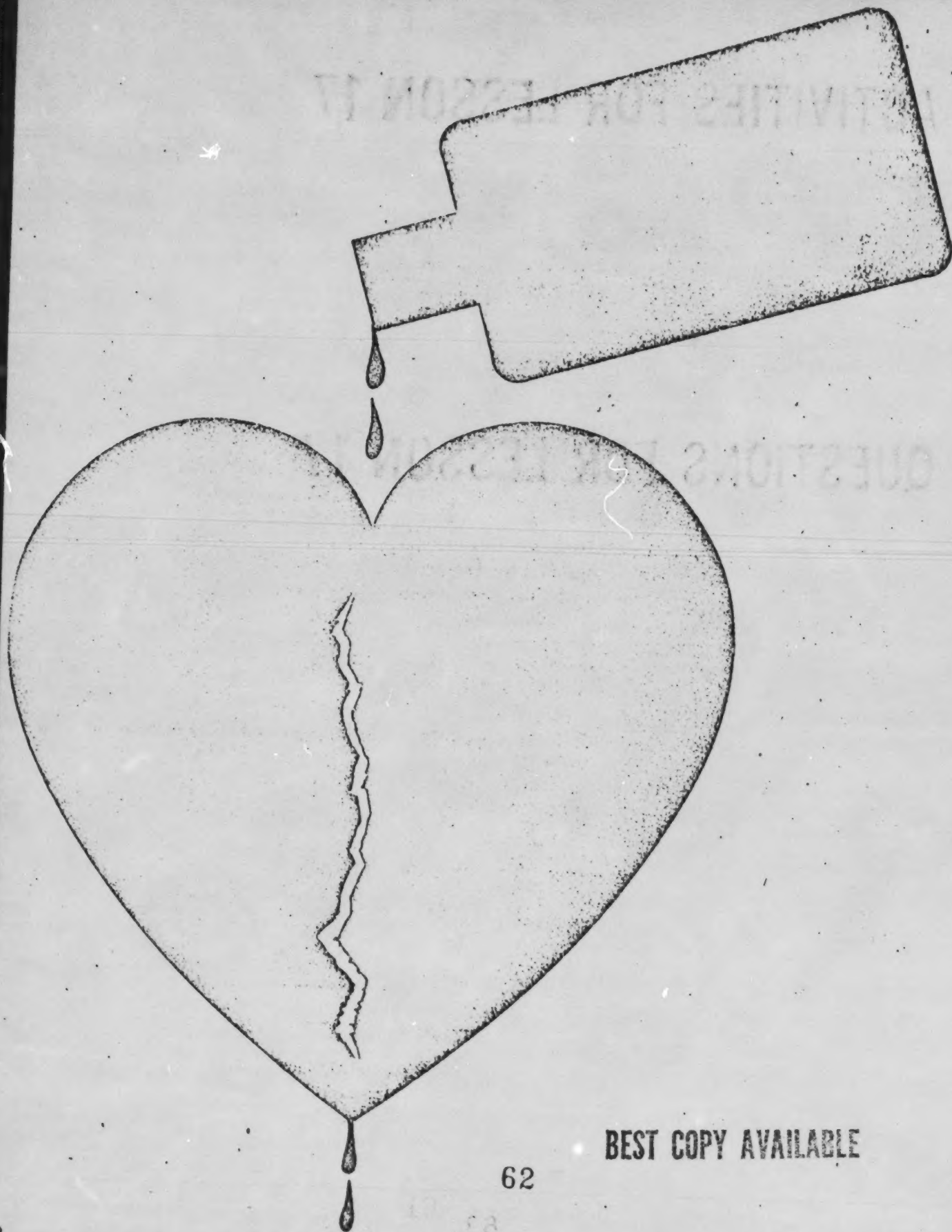
1. Write a letter to the National Institute of Alcohol Abuse and Alcoholism, 5600 Fisher Lane, Rockville, Maryland 20852. Ask them for information on how alcohol affects the human body. Their material is free.

2. If your school has a school nurse, ask her to tell you how alcohol affects the human body.

3. Look at a see-through diagram of the human body in an encyclopedia or science book and notice where the kidneys are located.

QUESTIONS FOR LESSON 17

1. How would a druggist define alcohol which is used in beverages?
2. Why do some people think that alcohol is a stimulant?
3. When alcohol affects the way a person thinks, what does this cause him to lose?
4. For many years what was alcohol widely used for?
5. Why is alcohol not used very much for medicine today?
6. How does alcohol taken in small amounts help elderly people?
7. For an older person, what might a mild drink sharpen?
8. In inducing a good feeling, what does alcohol dull?
9. Why would it be good for us to note some of the things that happen in the body after the use of alcohol?
10. How does science say that alcohol affects the kidneys?
11. What is the disease acidosis and what causes it?



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LESSON 18

Effects on Heart and other Organs

Some people believe that alcohol either helps the heart by making it beat better or believe that alcohol severely damages the heart. Again most of this is just old wives tales or myths. After two or three drinks the pulse rate, blood pressure, and total flow of blood throughout the body usually does increase about five percent. The result of this increased circulation lasts only about fifteen minutes.

In the case of the person with an impaired heart or some type of heart damage, alcohol has no beneficial effect, although many people believe that it does. Some people believe that alcohol actually helps hearts that are sick if it is used in small amounts. Many heart specialists do say that a moderate amount of drinking probably will not harm people with bad hearts, but excessive drinking may kill them.

Alcohol can have a very irritating effect on the tissues of the body that it comes in direct contact with. You can notice this by putting alcohol on your skin. At first it burns, especially if there is a wound of some kind. Some of the organs that alcohol comes in contact with which are irritated are the mouth, and the esophagus, and the stomach. People who are heavy drinkers often have chronic inflammation in the linings of the stomach. This irritation could lead to ulcers. Those with ulcers find that drinking of alcoholic beverages results in a sharp irritation similar to the application of a strong antiseptic to a cut. Moderate amounts of alcohol do not appear to have a bad effect except heartburn in some cases when drinking before a meal and when the stomach is empty.

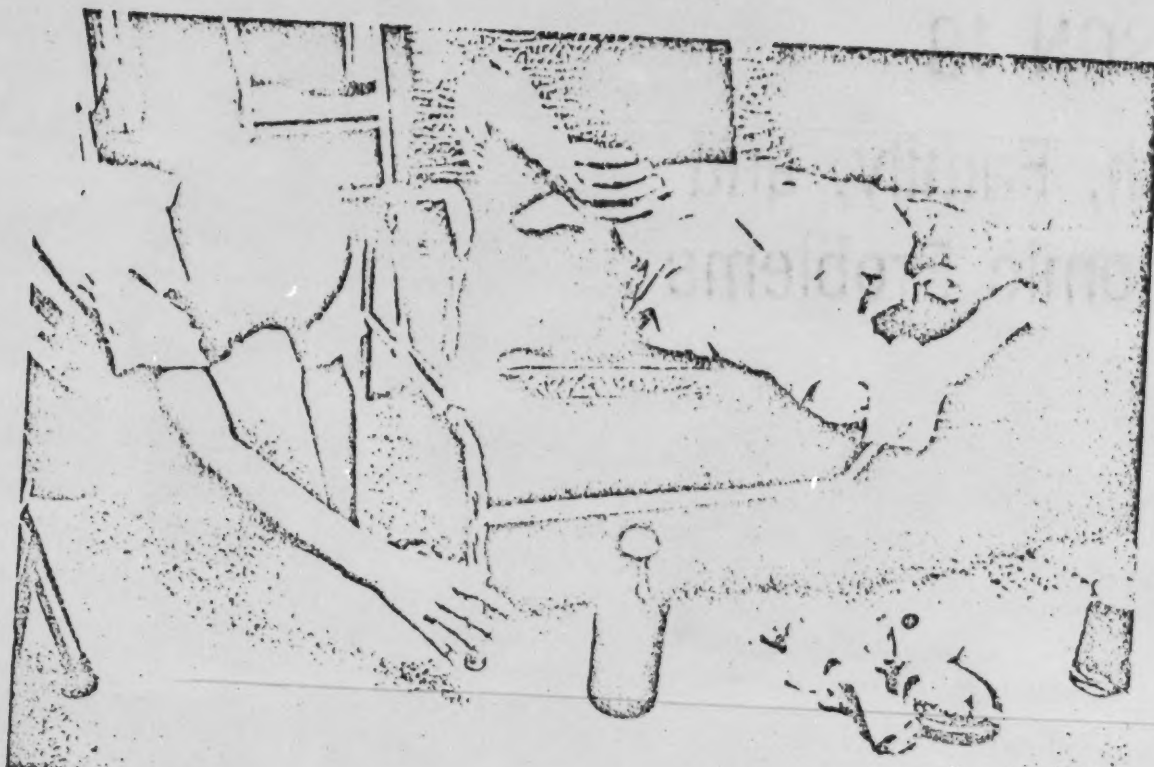
In 1956, the American Medical Association formally acknowledged that alcoholism must be regarded as within the purview of medical science. The American Medical Association and the American Bar Association, together, have issued a statement recognizing alcoholism as an illness and one of the nation's major health problems. These two organizations have declared that of the nation's major health problems alcoholism rates as one of the three highest. Alcoholism is the number 1 health problem among the American Indian people. These two organizations have also stated alcoholics are entitled to the same rights and privileges in law and medical treatment as are granted persons with any other illness or disease.

ACTIVITIES FOR LESSON 18

1. Look at a see-through picture of the human body. Trace the main blood arteries. Notice that one leads to the brain.
2. On the same picture, notice how the mouth, the esophagus, and the stomach would come into direct contact with the alcohol if a person drank it.
3. Look up the American Medical Association and the American Bar Association. Make a short report on how they could issue a statement on alcoholism for all doctors and lawyers.

QUESTIONS FOR LESSON 18

1. What are two ways people believe alcohol affects the heart?
2. What happens to the circulatory system after two or three drinks?
3. What is the truth about how alcohol affects the heart?
4. How does alcohol affect tissue that it comes into contact with?
5. What are some of the organs alcohol comes into direct contact with?
6. How does alcohol cause ulcers?
7. How does drinking affect people who have ulcers?
8. What did the American Medical Association acknowledge in 1956?
9. What was the statement that the American Medical Association and the American Bar Association made?
10. How does alcoholism rate as an illness?
11. What rights do alcoholics have?
12. Does your community recognize alcoholism as an illness?



LESSON 19

Youth, Family, and Economic Problems

Since young people are still growing physically and emotionally, it is natural that they want to do exciting things and have new experiences. The excitement caused by drinking, even if not by the alcohol itself, is often too much for young people to handle. Instead of finding the fun and excitement for which they are searching, they may actually lose self control and find misery and rejection instead of fun and excitement. Alcohol contributes nothing that young people can't achieve without alcohol.

Alcohol does relieve inhibitions, and in many cases young people have courage to try things that they would not have courage to try without benefit of alcohol. However, the side effects of drinking may be much worse than the benefits that result from drinking.

Besides the physical reactions of the body, there are many other problems caused by the abuse of alcohol. These problems include automobile accidents. Over half of the deaths and injuries which result from automobile accidents in the United States are caused by alcohol. Physical deterioration of people who have abused alcohol for many years takes place. Their social behavior, jobs, and so forth have caused problems. Emotional problems are magnified especially by alcohol. Family problems are created when children become neurotic, hence they do not get their school work done. Wives become very emotional and husbands of alcoholic women try to hide the disease in the family. Family problems are probably one of the most noticeable bad effects of drinking.

Another problem that is very noticeable is the economic problem. If half or more of the weekly paycheck is spent on alcohol, the family certainly does not live in the manner that the husband's job should produce. This is especially noticeable in lower income families where almost all the money that comes in for the family's support is spent on alcohol. Family members suffer a variety of problems if one member drinks excessively. Again economic problems may come because jobs are lost or promotions do not come. The amount of money spent for liquor is excessive and deprives the rest of the family of the things they really need. Friendships are threatened because shame and guilt of other family members cause a pulling away from normal relations with other people.

Children are deprived of a functioning parent and many times when they really need their parent to help them through a certain childhood emergency, the parent is gone drinking or incapacitated because of drinking. Sometimes in families where there is no drinking taking place, there are some of these same troubles occurring, but for the most part families which have an alcoholic or an enebriate member have these problems to a much greater degree.

ACTIVITIES FOR LESSON 19

1. Ask a social worker to give the class a talk on how alcohol affects your community. Ask questions such as how your community compares with the nation on alcoholism.
2. Have a class discussion on how alcoholism affects young people, families, and the social and economic life of your community. Talk about social and emotional problems of alcoholism.

QUESTIONS FOR LESSON 19

1. Why is it natural for youth to want excitement and new experiences?
2. How does the excitement of drinking sometimes affect young people?
3. What are young people seeking?
4. Instead of finding excitement, what might happen?
5. How do people act after their inhibitions have been relieved?
6. What is one major problem caused by alcohol abuse?
7. How many automobile accidents are caused by alcohol?
8. How does alcohol affect people physically after abusing alcohol for years?
9. What do families do and what are the most noticeable bad effects of drinking?
10. If the pay check is spent on alcohol what problems occur?
11. What is meant when we say children are deprived of a functioning parent?
12. Do other families have the same problems as an alcoholic's family and what is the difference?

ACTIVITIES FOR LESSON 10



LESSON 20

Reasons and Excuses for Drinking Given by Minorities and the Dominant Culture

Many minorities in the United States have experienced exceptional deprivations economically and socially. These minorities are not only Indians, but Blacks, Chicanos, and other minority groups. For these economically disadvantaged citizens, heavy drinking has been accentuated and has been a response to the hardships. This is caused by a limited access to job opportunities, unequal housing, unequal schooling and inadequate medical care.

The Indian, as well as other minority groups, becomes very frustrated with many of these experiences and their first reaction is to alter the environment they live in by drinking. While under the influence of alcohol many of these problems seem to disappear for a period of time. Of course, they always come back when the person sobers up again. People in the low income bracket often sober up to find that they have already spent the little amount of money that they did have and the problems are still there even to a greater degree.

Problem drinkers and leaders in deprived areas excuse drinking by saying the people have no reason to sober up. They say, "Sober up to what." A good answer to that is, "Sober up to sobriety. There is no problem on earth, whether in deprived areas or in any area, that cannot be made worse by excessive drinking."

It is an absolute fact, recovering alcoholics in deprived areas are very busy trying to help others recover from alcoholism and trying to help the community overcome economic problems.

Leaders in alcoholism programs on reservations say that if everyone supported the alcoholism programs and brought that problem under control, many other problems would right themselves. At least, the people would be able to put up a sober, united front in attacking other mutual problems.

If you ask any people why they drink, they'll come up with different answers. Some people will say that it gives them feelings of pleasure. Others will say that it gives them a relief from fears and tensions. Some people drink to escape the drudgery of daily living and some drink because alcohol is popular. They feel as though to be socially with it, they have to drink.

ACTIVITIES FOR LESSON 20

1. Sometime before this lesson, an order should be sent to one of the two addresses listed below ordering the film, "Boozers and Users," for the time you are going to use this lesson. When you have viewed the film, write a review of the excuses people use for drinking. Write a review of the excuses people use for not quitting even though alcohol is ruining their lives.

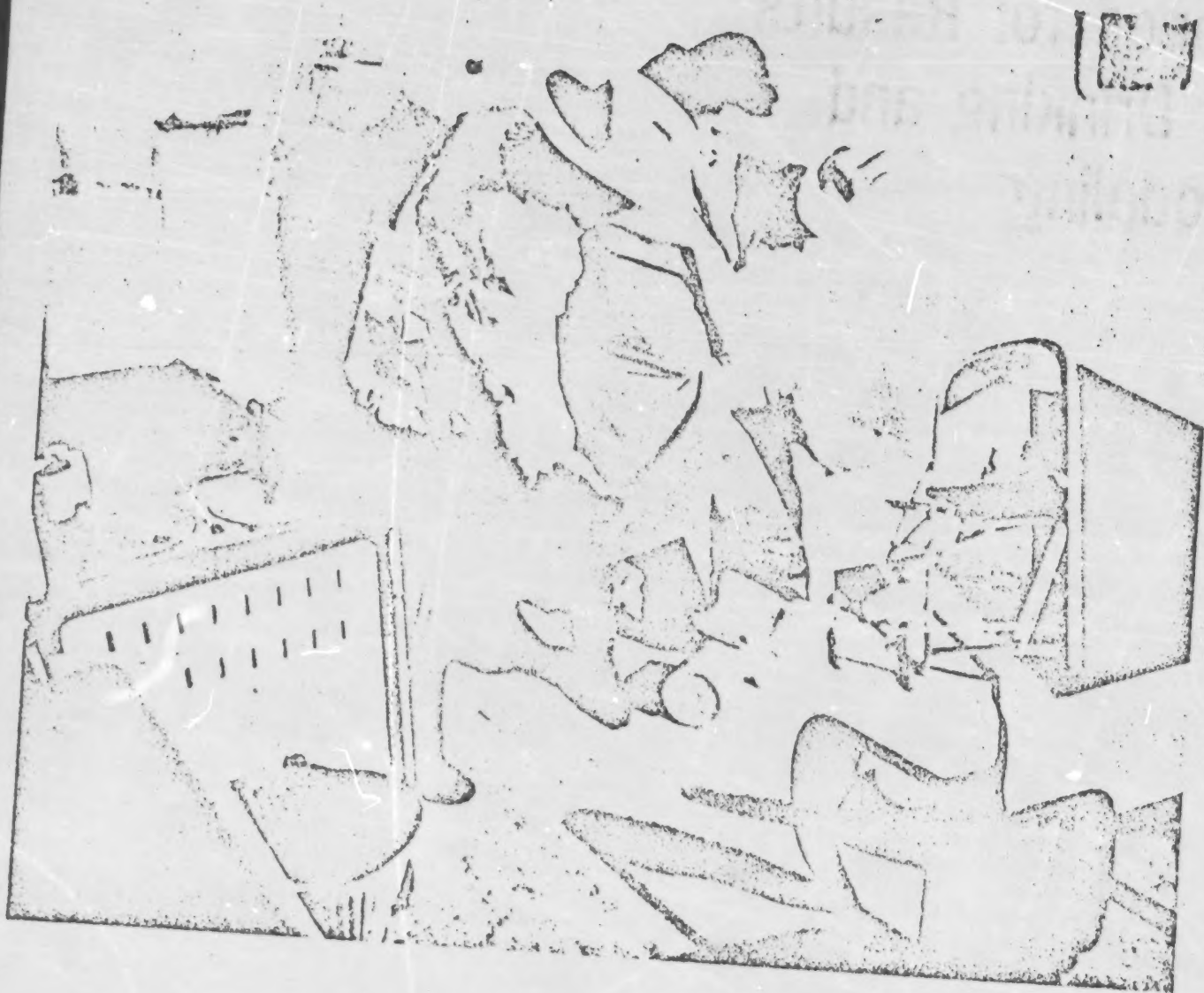
The film, "Boozers and Users," may be obtained either through rent or borrowing (this should be determined by asking well in advance the procedure of each of the agencies) from the following addresses:

Media Center (film library)
University of South Dakota
Vermillion, South Dakota 57069

Division of Alcoholism
State Department of Health
Pierre, South Dakota 57501

QUESTIONS FOR LESSON 20

1. What have many minorities in the United States experienced?
2. What groups are deprived economically and socially?
3. What are some of the reasons minorities drink?
4. What are the first reactions to frustration?
5. What happens to problems when a person is under the influence of alcohol?
6. What happens to the problems when the person sobers up?
7. What excuse to keep drinking do both problem drinkers and community leaders use?
8. What is a good answer to that excuse?
9. What keeps recovering alcoholics busy?
10. What do leaders in alcoholism say would happen if alcoholism was brought under control?
11. What is needed to attack minority problems?
12. Why do people say they drink?



LESSON 21

Actual Results and Hoped for Results of Drinking and Modeling

People drink alcohol whenever they are gathered together in social situations or for the reasons given in lesson nineteen. Even though this is a typical response for the reason people drink, the result they look for is not always what they get. For some small amounts of alcohol result not in relaxation but in increased anxiety. They become suspicious and they distrust everyone. These typical responses to alcohol may lead to belligerent feelings or actions. Then episodes of confusion or disorientation cause fighting and loud arguments with wife, husband, or drinking associates. Small amounts of alcohol cause very different behavior in individuals, but as they tend to drink more and more alcohol, this individual difference starts to decrease and the depressant effects of alcohol begins to be the dominating factor in their lives. Then a typical sequence starts by first being tired, then sleepy, and ultimately going into a stupor or passing out.

Although feelings of tiredness may be accompanied by irritability and possible fighting, sometimes it's accompanied by mellowness or warmth depending upon the individual and the circumstances. Generally speaking, if a person is feeling fairly good before he starts drinking, he may become mellow with prolonged drinking. If he is depressed or has anxieties and fears before he starts drinking, then there is a good chance that he will become boisterous and want to fight.

Research shows us that teenagers start drinking because they are following adult models in their drinking patterns. If the adult model is a social drinker who drinks only two or three drinks and goes home, this may be the pattern that the teenager will develop. If the adult model drinks heavily, and gets into many social malfunctions, then the teenager may develop that same pattern. Generally speaking, the best indicator of teenage drinking pattern in any specific community is to watch the adult pattern in the same community. The old saying "like father, like son; like mother, like daughter" holds true generally in drinking patterns.

Probably the most tragic thing that alcohol contributes to in the United States is the loss of many young people in highway accidents. Alcohol plays a major part in half of the highway fatalities in the United States. It costs approximately 38,000 lives in one of the worst years and every year it costs around 35,000 lives. The ratio of alcohol traffic related fatalities is greater among the youth from age 16-24 and it is among these young people that many many deaths occur. In fact, between the ages of 16-24 six out of every ten highway deaths are linked with alcohol. This is a very high figure. It outdoes drugs and all other causes of highway fatalities.

ACTIVITIES FOR LESSON 21

1. Without mentioning anybody's name, the class should discuss different people and how they act when they are drinking. See if you can, talk about some people who become very happy and relaxed when they are drinking. Then talk about other people who become belligerent or want to fight. Maybe you can think of others who have an entirely different drinking pattern.
2. See if you can find how many people have died in your community during the last year from highway deaths linked with alcohol. Compare the figures you get with the figures given in this lesson on a national average and see if over half of the traffic accidents have been caused by alcohol.

QUESTIONS FOR LESSON 21

1. What is a typical response people give for the reason they drink?
2. Although they are looking for relaxation, what is the actual result for some people?
3. What is the result of belligerent feelings that alcohol sometimes leads to?
4. Even though small amounts of alcohol cause different behavior in individuals, what do they tend to do as far as the amount they drink?
5. As the individual differences start to decrease, what happens?
6. What is a typical sequence?
7. What kind of reactions often follow the feeling of tiredness?
8. Generally speaking, if a person is feeling good when he starts to drink, how is he affected?
9. If he is feeling depressed when he starts to drink, what generally happens?
10. What two types of adult models might teenagers follow when they are learning to drink, and what kind of a pattern will they develop?
11. What is probably the most tragic thing that alcohol contributes to?
12. What is the cost of lives, and what is the ratio of alcohol related fatalities among youth?

ACTIVITY 2 FOR LESSON 21



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LESSON 22

When Alcohol Becomes a Problem

There are many socially acceptable drinking patterns in the United States. We have seen that these drinking patterns vary from community to community. What is considered socially acceptable in one community may not be socially acceptable in another community. Great differences in laws governing the age when people may start to drink causes some problems as well as confusion.

We have also considered some of the things that can cause addiction or habitual use of alcohol. In general we can say that an individual can probably be considered an alcoholic if he continues to drink even though his drinking always causes physical illness, headaches, gastric distress, hangovers, or even if he is constantly in trouble with his family, his associates, and the law.

Not all alcoholics, however, fit in these categories. Some people who are never in trouble with the law, suffer very little physical illness, and seem to get along pretty well with their associates may still be very dependent upon alcohol. It may take years for them to actually break and for the alcohol to start to control their lives completely.

The story is told of the person who has two martinis at noon, has another one or two during the afternoon break, maybe two martinis after work, eats supper, has two more martinis and goes to bed. He did this for four or five years and then one day he broke his leg. He wound up in the hospital and was cut off from his supply of booze. This person went into DT's (delerium tremors). It may not be proper to classify that person as an alcoholic, but he certainly was

dependent upon alcohol.

Another person works all week and receives his pay check on Friday evening. He stops for one drink after work on Friday and ends up intoxicated most of the weekend. He spent most of his check on alcohol and does not get his bills paid. His family suffers even though he has a good job. He goes back to work on Monday and rationalizes that he works hard and needs to relax on the week-ends. If this pattern holds true most weekends, and this pattern causes the individual personal, economic, and family problems, we can say that the person has an alcohol problem. It may be a problem of alcohol abuse or alcoholism.

There are many disagreements as to what constitutes alcoholism or alcohol abuse. Many examples of different drinking patterns can be examined, but if drinking is causing problems, then drinking is a problem.

ACTIVITIES FOR LESSON 22

1. Have each student question two people and ask them what is acceptable drinking patterns in the community, then compare all the different patterns that the students came up with.
2. Discuss different drinking patterns which could be considered a beginning for alcoholism. Discuss how many years it might take for alcohol to completely control their lives.

QUESTIONS FOR LESSON 22

1. How do drinking patterns, which are considered socially acceptable, differ from community to community?
2. When can a person be considered an alcoholic?
3. What is another category of people who may also be considered alcoholics?
4. How many martinis did the person drink in the example?
5. What happened when his supply was cut off?
6. Where do we get the name "weekend alcoholic"?
7. How is a weekend alcoholic's family effected?
8. What does the weekend alcoholic rationalize?
9. What might the pattern lead to?
10. If it does lead to economic, personal, and family problems, what can we say about this problem?
11. Explain why there are disagreements as to what constitutes alcoholism?
12. What should we examine then, and what might we say about the problem?



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LESSON 23

Tragic Results of Alcoholism on Family and Communities

In the next few lessons we are going to look at one of the most devastating parts of alcoholism. This is the part alcohol plays on family and community life. Today Americans live in a culture in which the use of alcoholic beverages is widely acceptable. Yet at the same time the misuse of alcohol represents a public health problem and a law problem of great proportions. These problems are also of major significance to the American Indian family.

Recently (IHS), the Indian Health Service, made the statement that alcohol is the number one health problem among Indian people. The effects of excessive drinking on one individual is very tragic, but that is only one aspect of the problem. The individual's problems are compounded by effects of his behavior on his family, his friends, the people with whom he works, his neighbors, and on the entire society. Everyone is involved in one way or another with the problem drinkers.

As bad as those things are, the most destructive affects charged against excessive drinking are unhappy marriages, broken homes, desertion, divorce, and families who are in alcoholic poverty. Children who have no parents or who have parents who do not take the responsibility for their children are tragic results of families broken by alcoholism. If we only look at it from an economic standpoint, cost to the public and private agencies for supporting

families of alcoholics has been put at many millions of dollars every year. The cost in human suffering cannot have dollar signs put on them. The suffering happening within families is almost beyond comprehension unless the person has lived in such a family. In the community the abuse of alcohol takes thousands of lives every year. Automobile wrecks and other accidents on the job and off the job destroy thousands of lives every year, and destroy thousands of family units. It costs the American economy up to 26 billion dollars because people do not do their jobs well while they are at work and sometimes they lose a lot of time from work as a result of alcoholism.

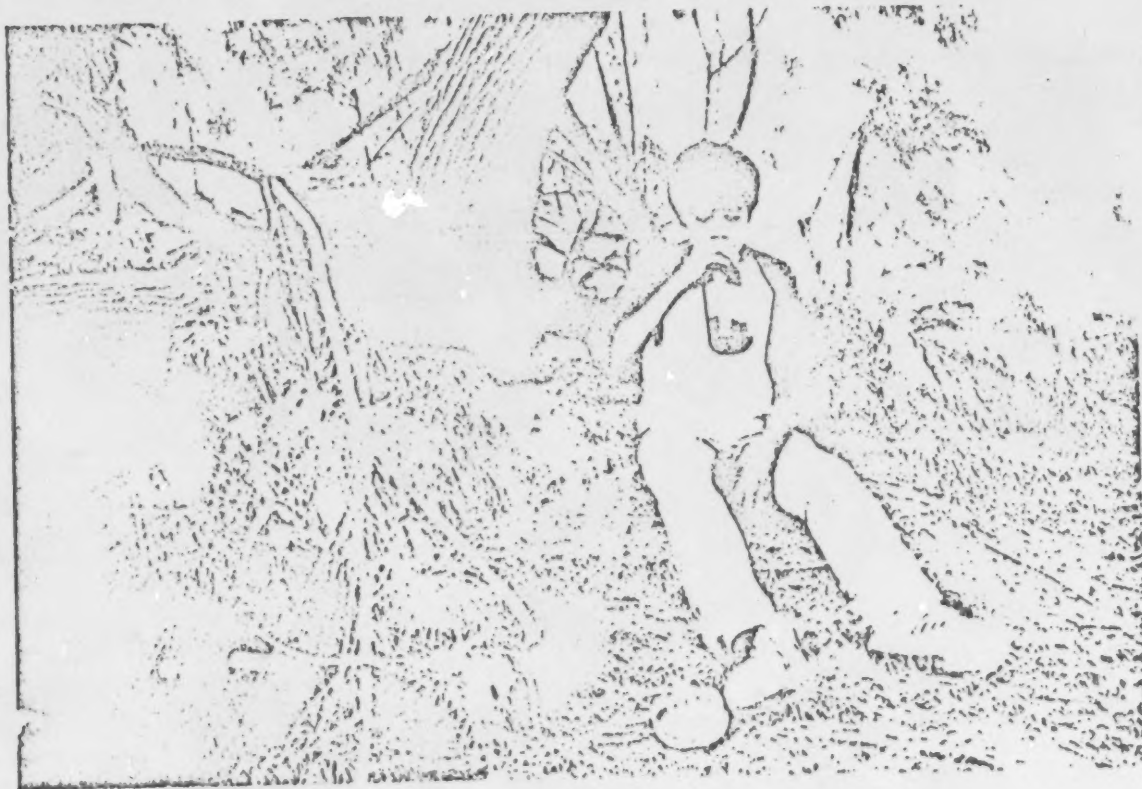
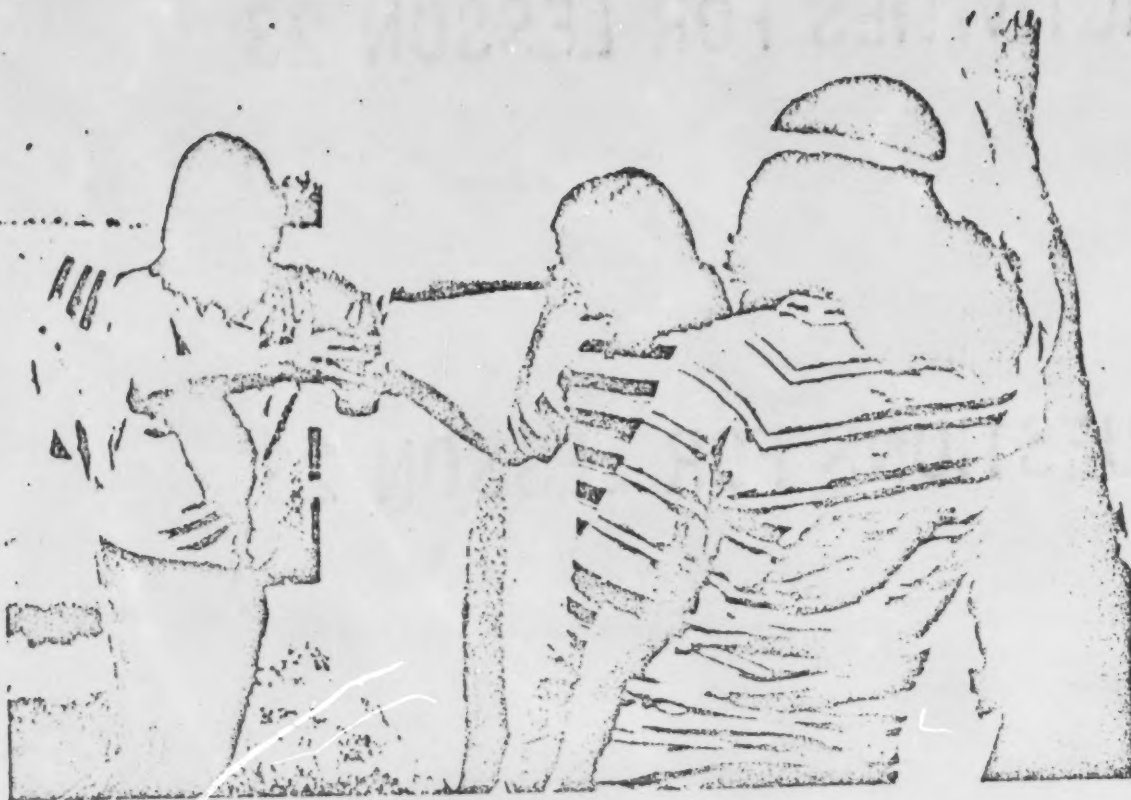
Many extra law enforcement officers have to be added to the force each year just to take care of the people who drink too much. It has been estimated that on the Indian Reservations sixty percent of the health people and law enforcement officers could be laid off if alcoholism and alcohol abuse were brought under control. At least they could be used in constructive pursuits instead of protecting problem drinkers from themselves.

ACTIVITIES FOR LESSON 23

1. Have a class discussion on the devastation caused to different families by alcoholism. How does the class feel about the statement that alcoholism is the number one health problem among Indian people.
2. See if the class can find what percentage of the arrests in their community is caused by alcoholism.

QUESTIONS FOR LESSON 23

1. What is the most devastating part that alcohol plays?
2. In the American culture today, how are alcoholic beverages viewed?
3. What does the misuse of alcohol represent?
4. According to the Indian Health Service, how does alcohol rate among Indian people?
5. How are individual problems compounded?
6. Who is involved with problem drinkers?
7. What are the most destructive effects charged against excessive drinking?
8. In which families are the parents not taking responsibility for their children?
9. From the economic standpoint, what is the cost of alcoholism every year?
10. Where do these costs come from?
11. What kind of costs cannot have dollar signs put on them?
12. How bad is the suffering within the families of alcoholics, and how is this suffering noticeable in the community?
13. What could be done on Indian Reservations if alcoholism and alcohol abuse were brought under control?



LESSON 24

Alcoholism Statistics and Children Learning to Drink

As we have noticed before, there are several different figures on how many alcoholics there are in the United States. These range from nine million on up to probably twenty million. But we know one thing for sure and that is the lives of tens of millions of people are affected by alcoholics or at least alcohol related problems in all communities including Indian Reservations. Alcoholism is not an island by itself. One of the tragic parts about alcoholism is that its problems are related to many other forms of unhappiness and illness. Family problems, poverty, job problems, and general demoralization within the communities are first cousins to alcohol abuse and alcoholism.

People are introduced to alcohol in many ways. Sometimes school functions or youth experimentation offer opportunities to try alcoholic beverages. Some learn to drink at home with parents or other relatives supplying the drinks. This situation in itself gives some degree of respectability or at least some limited permission for some young people to drink. In most cases when young people start drinking at home, their parents also drink. When parents approve or at least know that their children drink at home, it does not necessarily imply that they approve of drinking when the children go elsewhere. The

parents frequently disapprove of the young people drinking in public places, and don't want them to drink where other people can see them.

It is not easy to realize the impact that the alcoholic's illness has on other family members because the destructive effects take on many different forms. Children may become defensive and make excuses for the family member who drinks, or they tend to build a shell for themselves where they can escape notice from the rest of the world. This is true not only of poor families or minority families, but upon all families. Many people who live with an alcoholic try to hide him from the eyes of the world.

There are no good statistics at the time being on Indian families as to how many families are dependent on welfare because of alcohol related problems. Many estimations have been made on this problem with Indian families, but the estimations vary so much it is impossible to pin down exactly what a fair estimate should be. Social workers agree that the figure is high.

You will hear figures that ninety percent of all Indians on welfare are there due to alcohol related problems. The truth of the matter is that there are a number of things that contributed to the ninety percent figure and alcohol is one of those things.

ACTIVITIES FOR LESSON 24

1. Have a small group or panel discussion. Have the class explore the question: Should older teenagers be allowed to drink in the home, and also the question do Indians allow children to drink at home more than non-Indians? it the other way around or is it about the same.

2. In group discussion, consider this example: A young boy has a date with a girl. Before he goes on the date he has three or four drinks within an hour. The girl realizes this and when he suggests taking her for a ride to get some fresh air, what should she do? Why did the boy drink when he knew he had to drive the girl and himself home? Would fresh air help him get sober? How can the girl refuse the invitation gracefully? How can she get home safely?

QUESTIONS FOR LESSON 24

1. How many alcoholics are there in the United States?
2. What do we know for sure about the lives of people and alcoholics?
3. What is one of the most tragic parts about alcoholism?
4. What problems are first cousins to alcohol abuse and alcoholism?
5. How are people introduced to alcohol?
6. What situation gives some degree of respectability or at least some limited permission for young people to drink?
7. Where do most young people start drinking?
8. What might parents, who allow their children to drink at home, resist?
9. Why do parents not want young people drinking in public places?
10. Why is it not easy to realize the impact that the alcoholic's illness has on other family members?
11. How does an alcoholic's family members try to escape notice from the rest of the world?
12. Why are there no good statistics at the time being on Indian families as to how many welfare dependency families are dependent because of alcohol related problems? Discuss some figures that are given by different agencies.



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LESSON 25

Aberdeen Area Statistics and a New Look in the Nature of Alcoholism— A Problem of Law or Health?

Many law enforcement agencies and courts are overloaded with the arrests for public intoxication and driving while intoxicated. Public intoxication is referred to as PI and driving while intoxicated is referred to as DWI. Because of that overload, there is a growing support and indication that public intoxication or PI will be removed from the criminal justice system in many states in the near future.

In South Dakota, public intoxication was removed from the criminal justice system through Public Law 541. The legislature declared public intoxication a medical problem rather than a legal problem. Real problems started because the legislators then failed to fund public holding centers or make medical facilities available. During the cold winter months, it was impossible for the lawmen to pick up people for public intoxication and some actually froze to death because they didn't have any place to go. These cases were very few because the law enforcement people, having human compassion, found other ways to

take care of the alcoholic by at least keeping him from freezing.

The features of the uniform intoxication and alcoholism law was recently approved by the commission on uniform state laws. When this is accomplished the problem will be placed squarely in the health and welfare systems. The amount of money and problems that will result in the health and welfare authority is almost impossible to imagine at the time being.

In the Bureau of Indian Affairs Aberdeen Area as of May 1975, there was an Indian population of 49,232. Of that figure, 24,187 were receiving some type of public assistance. As we already mentioned in Lesson 23, a large part of this public assistance is due to alcoholism and alcohol abuse. There are many other things that contribute to so many families needing public assistance, but if alcoholism and alcohol abuse were brought under control many of the other problems would disappear. See Chart 1 for individual reservation breakdown.

The crimes or law violations during 1974 totaled 29,407. These violations were divided into 26 different offenses. From these 26 offenses, the following 4 were direct alcohol offenses: (1) Driving While Intoxicated—871 offenses, (2) Liquor Laws—1,059 offenses, (3) Drunk and Disorderly—11,430 offenses, (4) Disorderly Conduct—6,405 offenses. The total of these four offenses are 19,765 or 67% of all the law violations. A large number of the other 22 offenses were also committed while under the influence of alcohol. If we estimate the alcohol related offenses at one-half of the remaining 9,642 offenses, that would leave 16 1/2% or 4,821 offenses not related to alcohol. Many of the older people and alcoholism counselors on the reservations say that they believe even more than the 83 1/2% of the law violations are alcohol related. Some say it may even be as high as 95%. See Chart 2 for law violations and individual reservation breakdown.

Some of the old people and tribal leaders on the reservations say that the answer to the problem is strict law enforcement. They say that offenders are not punished enough to make them stop doing the unlawful things. Others in the

communities are saying that since alcoholism is a disease, law enforcement is not the answer, but that Indian Health is responsible for treating the illness that threatens the Indian's existence.

ACTIVITIES FOR LESSON 25

1. The students from the class should write letters to their State Department of Alcoholism finding out what percent of the people in that area are considered alcoholic. The students may also pick other towns and small cities nearby and find out what percentage of the people there are considered alcoholic. Comparisons can then be made between areas and your own area.
2. The students should try to find local statistics for public intoxication and driving while intoxicated arrests. Find out if public intoxication has been removed from the criminal justice system in your area.

QUESTIONS FOR LESSON 25

1. Why are many courts and law enforcement agencies overloaded?
2. What are the initials for public intoxication and driving while intoxicated?
3. Because of the overload what is having growing support in many states?
4. In South Dakota, what law removed public intoxication from the criminal justice system?
5. What did the legislature declare, but what did they fail to do?
6. During the long, cold winter months what actually happened?

Number of Persons Receiving General Assistance, Aid to Families With Dependent Children or Supplemental Security Income

AGENCY	RESIDENT POPULATION	AVERAGE NO. PERSONS RECEIVING GENERAL ASSISTANCE FY-1975	NUMBER PERSONS RECEIVING AFDC, FY-1975	NO. RECEIVING SUPP. SECURITY INCOME FY-1975	TOTAL NO. RECEIVING ASSISTANCE	PERCENTAGE OF POPULATION
AREA WIDE TOTAL	48,232	9,860	12,956	1,371	24,187	50%
CHEYENNE RIVER	4,399	797	751	126	1,674	38%
FORT BERTHOLD	2,620	295	606	69	970	37%
FORT TOTTEN	2,186	366	907	**61	1,334	61%
PINE RIDGE	9,091	1,529	2,932	**270	4,731	52%
ROSEBUD	8,314	1,436	3,044	**222	4,702	57%
YANKTON	1,227	371	540	56	967	79%
SISSETON	3,273	773	701	74	1,548	47%
STANDING ROCK	4,883	1,109	600	**141	1,850	38%
TURTLE MOUNTAIN	*7,550	2,110	1,678	**217	4,005	53%
WINNEBAGO (3) TRIBES	2,492	580	***746	**68	1,394	56%
CROW CREEK	1,403	337	269	44	650	46%
LOWER BRULE	743	157	182	23	362	49%

*Includes 3,020 near reservation for Turtle Mountain.

**Estimated number receiving Supplemental Security Income according to number previously receiving A.A.B.D.

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Aberdeen Area Law Violations 1974 Revised

VIOLATIONS	Fort Berthold	Fort Totten	Standing Rock	Turtle Mountain	Cheyenne River	Pine Ridge	Rosebud	Yankton	Sisseton	Crow Creek	Lower Brule	Winnebago	TOTAL
Criminal Homicide		3	3	3		14	4	2	7	1		4	41
Forcible Rape	1	3	7	12	4	42	12	1	3	2	2	2	91
Robbery		3		4		1			10				13
Assault	97	13	13	230	60	518	348	29	53	6	80	13	1,460
Burglary	3	13	4	36	2	118	66	10	43	5	22	10	332
Larceny	32	2	1	83	14	281	127	2	29	4	75	3	653
Auto Theft	1	3	28	32		112	9		7	1			193
Arson		4		3		23	8			1			39
Forgery	1			5	1	2			4				13
Fraud	2		5	6		8	3					3	27
Embezzlement		1		6			1		1		2		11
Stolen Property			3	6					8			4	21
Vandalism	46		28	82		120	2		12	19	10	10	329
Weapons			12	6		28	1		2		5	5	59
Prostitution & Vice													0
Sex Offenses				9		8	1					2	20
Narcotics		2		14		7			5		15	126	171
Gambling													0
Offenses Against Family	51		84	68	81	16		19	150		50	197	715
All Other (Except Traffic)	110		802	272	230	1,206	645	10	115	270	130	297	4,087
Traffic	251	93	240	516	101	123	517	6	115	111	60	*	2,133
D.W.I.	44		125	70	232	148	108	18	105	47	30	*	927
Liquor Laws	11		90	287		426	196						1,010
Drunken			2,933	378	2,266	2,715	2,471	22		379	250		11,414
Disorderly Conduct	150		441	228	588	1,682	162	146	394	286	343	2,025	6,445
Vagrancy			207		11	2			15				235
TOTAL	800	140	5,026	2,356	3,590	7,600	4,681	265	1,078	1,132	1,074	2,703	30,445

Taken From: Tribal and Bureau Law Enforcement Services
 Automated Data Report, January 1, 1977 - December 31, 1977
 * State Jurisdictions

Aberdeen Area Law Violations 1977

VIOLATIONS	Fort Berthold	Fort Totten	Standing Rock	Turtle Mountain	Cheyenne River	Pine Ridge	Rosebud	Yankton	Sisseton	Crow Creek	Lower Brule	Winnebag	TOTAL
Criminal Homicide		1	4	1			2			1	1		10
Forcible Rape	2		9	1	1	7	2			1	3		26
Robbery	1	1		4		1	1	9			1		18
Assault	6	5	30	31	9	38	7	1	7	8	1		143
Burglary	11	14	158	26	12	56	18		2		7		384
Larceny	10	8	126	32	7	16	14	5	7	4	1		230
Auto Theft	10	13	23	52	16	34	12	2	10	1			173
Arson			1	7		1							9
Forgery	1	2	7	4	3		3	2		1	1		24
Fraud	1	1	9	5		14	1			1			32
Embezzlement			4	2	1	2							9
Stolen Property		1	7		3	1	1				2	1	16
Vandalism	11	6	4	19	5	45	23	20	1		1	1	136
Weapons	4		18	7	6	12	2	3	1				53
Prostitution & Vice													0
Sex Offenses		1		1		1	1						4
Narcotics	11		24	4	11	9	4		1		1		65
Gambling													0
Offenses Against Family	13	2	3	15	3	8	19			7			70
All Other (Except Traffic)	371	478	2,900	628	614	1,529	334	54	133	202	218	428	7,839
Traffic	2		24	6	2	3	3				3	1	44
D.W.I.	48	35	192	49	264	167	31	14	14	31	25	2	872
Liquor Laws	81	138	20	76	97	243	20				3		678
Drunken	475	379	3,181	399	2,689	1,996	2,140	48	26	277	458	1,680	13,758
Disorderly Conduct	84	122	2	601	230	1,511	46	53	27	51	209	593	3,534
Vagrancy					1	6	2						9
TOTAL	1,142	1,207	6,745	1,970	3,864	5,700	2,606	211	229	505	935	2,711	28,105

Taken From: Tribal and Bureau Law Enforcement Services
Automated Data Report, January 1, 1977 - December 31, 1977



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LESSON 26

"Skid Rows" and Alcohol Programs

One of the most difficult problem areas in the United States is referred to as "skid row." Skid row areas are observable in almost every city in the country. Urban renewal activities in many cities have resulted in pushing the population of the big skid row areas into suburban and rural areas. The bars and flop-houses followed the alcoholic and resulted in new skid row areas just like the old ones.

When the city of Portland, Oregon was a boom town one of its streets was on a long hill. Logs were skidded down this street and into the Columbia River. This street became known as skid row and along this street were numerous bars, saloons, flop-houses, and houses of ill-repute. This is where the term "skid row" began.

Skid row sections in the midwest are not as large as New York's Bowery section or Chicago's Madison Street, but per capita may exceed these more noted ones as a percentage of the population. It is difficult to estimate the number of skid row residents in any given city because they are transients. A person from one skid row area may be there for several months and then move on to another skid row area after his particular type of con has ceased to provide him with a source of alcohol.

In the Bureau of Indian Affairs Aberdeen Area, Bismarck, N.D., Rapid City, S.D., Sioux City, Iowa, Omaha, Nebraska and many other towns and cities have skid row areas. Most of these skid row areas have large Indian populations. Because the Indian alcoholic also moves from city to city, it is difficult to get a representative number of skid row Indians.

An Indian alcoholic may start out in Sioux City and go to Omaha, to Denver, to Kansas City, to Rapid City and back to Sioux City. The non-Indian alcoholic may do the same thing and there is very little discrimination among the Indian and non-Indian skid row residents because they are both there out of desperation. However, the numbers seem to be discriminatory when considering skid row populations. For example Sioux City has an approximate 1% Indian population but the Fourth Street skid row area may have a 50% Indian population at various times.

Although skid row areas are difficult problems to cities, actually only 3 to 5% of alcoholics are skid row residents.

Law enforcement agencies and courts are burdened by the high arrest rate for public intoxication and other alcohol related arrests. It certainly will be no less burden when medical facilities and welfare agencies start to pick it up. In the long run, however, as alcoholism starts being brought under control there will be less burden on both law enforcement and health facilities.

Most of the Indian Reservations in the Aberdeen Area have local alcoholism programs within the reservation and most cities with large Indian Populations have some type of alcoholism program for Indians. The Division of Alcoholism finds that communities which have strong local councils on alcoholism are the communities which are leaders in the development of community based alcoholism treatment services. In addition to lending strong citizen support to the development of services appropriate to local needs, the council provides education, information, and referral services to people in need of help for alcoholic problems.

Alcoholism treatment and rehabilitation programs include relationships with community mental health programs, care systems, IHS, PHS, specialized alcoholism out-patient clinics, family counseling services, referrals for living arrangements, employment, other community based referral sources such as half-way houses, alcoholics anonymous (AA), and vocational rehabilitation. It is the desire of all Indian Alcoholism Programs to reach a high degree of community cooperation. This is true of non-Indian programs and communities, also.

ACTIVITIES FOR LESSON 26

1. Have a class discussion on skid row areas. Have any of the students ever seen one of these areas? If so, have them give a description to the rest of the class. If no one has actually seen a skid row area, have students tell things they have heard about it and look up skid row in the encyclopedias.
2. Have the students find out if there are alcoholism programs on Indian Reservations in their state. Find out if all reservations have them or if just part of them do. These statistics might be obtained from the state Department on Alcoholism at the State Capitol or from a State Commission on Alcoholism either Indian or non-Indian.

QUESTIONS FOR LESSON 26

1. What is one of the most difficult problem areas?
2. Where could you find one of these areas?
3. What happens when urban renewal activities in many cities place the population of skid row into rural areas?
4. Name some cities that have "Skid rows."
5. Trace an alcoholic's travels as the lesson brings out.
6. Why do we not know the exact number of skid row residents in one of the cities?
7. Are only skid row members problem drinkers or alcoholics? What percent of the total alcoholic population would you say this is?
8. How are law enforcement agencies and courts burdened?
9. What other agencies have no less burden if they start to pick this up?
10. When alcoholism starts to be brought under control to what will alcoholism be less of a burden?
11. What do Indian Reservations and cities in the Great Plains Area have in common?
12. What relationships do other agencies and programs have with the alcoholism treatment and rehabilitation programs?



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LESSON 27

A General Look at Recovery Programs

Out-patient clinics provide treatment in the communities which often eliminates need for hospitalization. They offer after-care services to patients who have been discharged from hospitals where alcoholism treatment has been given. Services of the clinics are available to anyone experiencing a problem with alcohol. This includes, of course, the family of the alcoholic.

Counselors from the community alcohol programs go to the homes of the alcoholic and help the family realize their role in helping the alcoholic retain his sobriety. The family of the alcoholic has a very special role and identity in helping the alcoholic regain his sobriety. It also has an identity role in the community. The staff members of an alcoholism program are often involved in community education in schools and other community programs helping organize efforts to control alcoholism.

At the time being, alcoholism services on Indian Reservations are generally confined to half-way houses and with alcohol counselors working in the field. These alcohol counselors do many of the same things that out-patient clinics do; however, it is very hard for them to treat the practicing alcoholic. Generally, the alcoholic is sent away to a treatment program away from the reservation. When he returns he is met by an alcohol counselor from the local alcohol program who offers him support and help in a program of sobriety. The alcoholic generally spends a few days in the half-way house until the counselor can help him decide or help him realize whether he needs to stay in the half-way house for a longer period of time. They may decide if he can return to his family and get a job in the community with

support of the counselor. It is very hard to get jobs for recovering alcoholics in reservation areas or in towns near the reservations. One of the big reasons for this is that many people know the alcoholic personally and since he has had a bad record in the past, they tend to believe that he will slip back to drinking rather than sticking to his new found sobriety. With his added burden of having to prove himself, often the alcoholic actually does slip and return to drinking. Whenever the community starts placing more faith in the recovering alcoholic, the alcoholic will have a much greater chance of recovery.



ACTIVITIES FOR LESSON 27

1. Is there an alcoholism program in your community? Find out what the procedure is in working toward sobriety with the alcoholic. Find out if the detox is handled in the community and if the treatment is handled in the community or if the person is sent away for detox and treatment.
2. Find out the procedure the counselors use when working with voluntary clients or with alcoholic clients who are returning from treatment programs. How do they work with the family and with the alcoholic to help him retain his sobriety?

QUESTIONS FOR LESSON 27

1. What do out-patient clinics sometimes eliminate?
2. What do they offer patients who have been discharged from hospitals and treatment programs?
3. Who else do clinics make their services available to?
4. What do counselors help the family realize?
5. What special role does the family of an alcoholic have?
6. What other duties do staff members of an alcoholism program sometimes become involved in?
7. What are alcoholism services on Indian Reservation generally confined to?
8. Generally speaking, how do alcohol counselors handle the practicing alcoholic?
9. When he returns from treatment, what does the alcohol counselor do for the alcoholic?
10. What is the procedure generally used after a person returns from treatment?
11. Why is it hard to get jobs for recovering alcoholics in the reservation areas?
12. What must a community do in order to help the alcoholic have a greater chance of recovering?



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LESSON 28

Recovery and Community Responsibility

At the present time, most communities seem to think that alcoholism and alcohol abuse are problems unless the problems are in their own immediate families. Another feeling is one of apathy. Many people say they are concerned but being only one person, they feel helpless to do anything about it personally. Reactions to alcoholism and alcohol abuse are as varied as there are communities and individuals within these communities.

The main reason apathy and negativism gains such a foothold is that a connotation of guilt and shame accompanies alcohol problems. Since most people drink and most people do not develop alcoholism, the people who do develop alcoholism are looked upon as weak-willed, degenerates who are lazy and want to shirk their responsibilities. People who do not have the problem of alcoholism have a very hard time comprehending the problem in any different light. Since the American Medical Association and State Bar Associations have taken the stand that alcoholism is a disease and once contracted must be diagnosed and treated much the same as other diseases, a new feeling of concern is starting to develop in many communities.

A person returning from a treatment center is generally viewed negatively by most of the community. Instead of giving him the support he needs to develop a life of sobriety, the com-

munity generally watches to see when he is going to slip and return to drinking. In order to make inroads on reducing alcoholism, the community should change this negative attitude and accept community responsibility for helping furnish an environment where the alcoholic returning from treatment might receive positive encouragement in reorganizing his life to a life of sobriety.

One of the ways that a community can change its thinking on the subject of alcoholism is by education. In this book an effort has been made to introduce you to the reasons people drink, what is acceptable drinking and unacceptable drinking, what factor culture plays in Indian drinking, the nature of alcohol and alcoholism, alcoholism treatment as it is now being done in different areas, an understanding of the main symptoms and the despair of alcoholism. Learning the true facts about alcoholism will give us more understanding than our own ideas of knowing someone who is an alcoholic.

Community programs for adults on alcoholism, advertisements in local papers explaining alcoholism, school programs on alcoholism and alcohol counselors speaking at local gatherings are among some of the ways the community can be made aware of the problems of alcoholism and the devastation it causes in nearly every community. Being made aware of the problem is the beginning and then a program of involvement by the whole community should be pursued until all the community resources are leveled toward controlling alcoholism and reducing the great cost in human suffering and community loss of both manpower and human resources.

ACTIVITIES FOR LESSON 28

1. In group discussion, determine what is your community's reaction to alcoholism and how do the majority of the people in your community view the individual who is returning from a treatment center. Do they view him negatively and watch for him to slip or do they provide an environment where the alcoholics can receive encouragement to remain sober.
2. All of the students in the class should write down as many ways as they can in which they might help their community understand alcoholism and help the alcoholic stay sober when he returns from a treatment center or strive to gain sobriety from other sources.

QUESTIONS FOR LESSON 28

1. To what agencies do most communities think alcoholism should belong?
2. How do most people feel about alcoholism?
3. What can we say about the community reaction to alcoholism?
4. Why does negativism and apathy gain such a foothold in alcoholism?
5. What stand has the American Medical Association and State Bar Association taken on alcoholism?
6. How do most communities view a person coming home from a treatment center?
7. What does the community expect from the alcoholic?
8. In order to make inroads in alcoholism, what must the community change?
9. What can a community furnish for an alcoholic returning from treatment?
10. What has this book made an effort to do?
11. What kind of community programs should be developed?
12. What is a beginning and then what kind of program should a community pursue?



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LESSON 29

Introduction to the Real Life Alcoholic

In the previous lessons you have been introduced to the devastation caused in the lives of families of alcoholics, the affect of alcoholism on the community, the feeling of different people associated with alcoholism, and ideas of treatment and rehabilitation. In this lesson you are going to be introduced to the alcoholic himself and maybe gain some insights into his feelings, the reason he started drinking, the reasons he continued to drink, and in far too few cases—why he decided to stop and remain sober.

The alcoholic generally started drinking for one of several reasons. Some of those reasons might have been: (1) to be accepted by his group, (2) getting up courage to do something he wants to do, but is afraid to try, (3) feelings of self pity such as being part of a racial group which is being discriminated against, (4) to overcome a feeling of inferiority, (5) to prove that he is a man or is a woman, or (6) for many other like reasons.

The alcoholic may keep drinking at first, because he has been able to gain some success in coping with the reasons he started drinking. After a period of time he generally drinks for a good time, but generally does not have as good of a time as he tries to convince himself that he did. During this period he may do some foolish things while he is intoxicated and the only way he can think of to make the pain of shame go away is more drinking. Of course, this leads to a vicious circle of trying to drown memories which cause shame and guilt in more alcohol. This is where the saying, "Some hair off the dog that bit him," came from and although the alcoholic may joke

and try to appear suave about it in his heart there is such pain, shame, guilt, and general hatred for himself that only a person who has experienced it can really understand it or even comprehend it. This is why recovering alcoholics who have been trained in counseling can really know empathy and know how the alcoholic feels inside. Trained people who are not alcoholics can be valuable counselors also, but they need to view the alcoholic as a person who is very full of pain, guilt, shame, and may even have suicidal tendencies.

In order for you to have a real feeling for the alcoholic, the next few lessons will introduce you to people who are alcoholics. They are all recovering alcoholics who have from two to ten or more years of sobriety and are working in some form of alcoholism treatment or counseling. They will tell you: (1) why they started drinking, (2) how the disease progressed, (3) some of the heartaches of alcoholism, (4) why and how they decided to quit, (5) their method of gaining sobriety, and (6) how they manage to keep their sobriety.

The alcoholics to whom you will be introduced are Indian, part Indian, and the last non-Indian. As you study the life of each see if you can put yourself in his place and feel the agony of alcoholism and think of some of the pain they have suffered because of it. Look at alcoholism in each case from the point of view of the alcoholic, the family, the community, and others who are touched by his alcoholism. Keep in mind that these are true stories.

ACTIVITIES FOR LESSON 29

1. Discuss the things you will look for when you are reading the personal histories of the alcoholics who are telling their stories. Do you think that a few good times they had in the beginning are worth all they went through?
2. Decide on a method to pick out the main points of each personal history so that you can compare all of the histories after you have completed the lessons.

QUESTIONS FOR LESSON 29

1. To what have you been introduced in previous lessons?
2. What are some of the things we want to learn about the alcoholic?
3. What are some of the reasons alcoholics give for starting to drink?
4. Why does the alcoholic continue to drink in the beginning?
5. Why does the alcoholic continue to drink after he does some foolish things?
6. Even though the alcoholic may joke about this, what feelings are in his heart?
7. What advantage in counseling the alcoholic does the trained recovering alcoholic have?
8. What should non-alcoholic counselors realize about the alcoholic?
9. What are some of the qualities of all the alcoholics you will be introduced to in the next few lessons?
10. What are some of the things they will share with you?
11. What races will be represented?
12. How should you study the life of each of these alcoholics?

LESSON 30

Personal History No. 1

My name is _____ and I am an alcoholic, but a recovering alcoholic. I guess I can say I started my drinking career as an experiment. I drank occasionally during my high school years for kicks and a feeling of belonging. I soon found myself looking forward to the weekends because I had some very good friends who were non-Indians who provided my needs. I guess I can say I created a bad habit at the age of eighteen and finally dropped out of school.

I am a great lover of music and I studied voice during my school years. I sang a great deal while in school and competed in many state music contests as a baritone soloist. I was fortunate to compete at one national music contest in Minneapolis, Minnesota. I placed a second rating among many participants and received a scholarship in music at Drake University at Des Moines, Iowa. I blew that like I did other things by trading it for alcohol during one of my drinking sprees.

When I was nineteen I married a girl who was only seventeen. We were too young to be married, but I worked hard trying to support my wife. I became very discouraged and lost everything I had ever dreamed of. I wanted to be a singing star like Bing Crosby. He was my idol then, and still is. Due to that disappointment I began to drink heavily again, but I still had fairly good control.

All I wanted to do was to dance and sing. I sang for small orchestras that traveled from town to town. People thought I was great, but I was never too sure of myself unless I had a few drinks to build up my false courage. Finally, I guess you could say, my life depended on alcohol. I couldn't

do any singing unless I had a few under my belt -- then it really became a problem for me. I couldn't sing at all without it, not even at church weddings, wakes or burials.

I had to do everything under the influence of alcohol and this became a big problem for my family at that time because my wife and I were blessed with expecting a child. Before she was born during one of my drinking sprees, I left home. I was running from something, what I don't know. Anyway, I wound up finding myself enlisting in the army because I was lost and confused.

I was looking for excitement in the army. Alcohol and the army helped me find that, but when I spent three years, eight months and four days in the army, I had developed a good case of alcoholism.

I found I had also developed a case of irresponsibility. I lost all interest in everything including my family and job, but finally I came to life when I was served with a divorce decree. I asked myself, what is happening here? I don't know what I have done.

I went home and tried to straighten out my marriage and we did stay together. I feel as though we grew up together getting married while we were too young and foolish. The problem of alcohol disturbed my family and me for twenty-five years. Three more divorce threats were given to me because of alcohol. My children hated me. They cried every time I came home drunk. I lost my oldest son, my son-in-law, and my baby granddaughter in a car wreck when they ran into another drunk like me.

Even that great tragedy did not stop me from drinking until I almost died from DT's. I didn't even know I was in the hospital because of withdrawals. When I did come to in the hospital, I was scared and I was very sick. I didn't want to die so I finally said this prayer to God: "Lord, help me. Let me live. I promise I will never take another drink as long as I live." God has answered my prayer. I have been sober for nine years.

I live one day of sobriety at a time. I thank my God at the beginning of my day and thank Him for the guidance that He has given me at the end

of the day. I like Him for everything He has done for me giving me happiness and a family with complete respect and unity. My social life with the public is great and I love it. I never realized the beauty that comes with sobriety.

Today, I am working with the Indian people and trying to help my fellow Indian alcoholics find the wonderful happiness which comes with being a sober and respected member of the human race.

Activities For Lesson 30

1. Discuss this Personal History. Include the six points outlined in Lesson 29. Record the main points of this story so you can have it to use in the comparisons of all the alcoholics.
2. Discuss the idea of whether this person would think the good times he had in the beginning were worth the disappointment and agony of alcoholism. See if students believe the good times associated with teenage drinking are worth the risk of alcoholism.

Questions For Lesson 30

1. How did this person start drinking?
2. How did he get around the fact that Indians could not buy alcohol at that time?
3. What was the great love of his life?
4. Tell about the scholarship to Drake University and what happened.
5. Tell about his marriage.
6. Tell about his lost dream and what it caused.
7. How did he gain courage to sing and what eventually happened?
8. What happened while his wife was expecting a child?
9. What two things did he develop while in the military?
10. What happened during the twenty-five years including the tragedy of family loss?
11. Tell what finally forced _____ to stop drinking and how he did it.
12. Tell how he maintains his sobriety and tell how he shares his sobriety with others.

Lesson 31

Personal History

No. 2

My name is _____ and after drinking for 22 years I found my sobriety in October, 1973. But first I'll tell you about my drinking career. I started my alcohol adventure in 1951 when I joined the army. In the army it was a fifth of whiskey every day and when I finally got discharged, things began to get pretty rough.

I married in 1956 and because of my drinking was divorced in 1957. Then that kind of straightened me up. I remarried in 1958 and through all my years of drinking I'm still with my second wife. We have five children and two grandchildren. My wife and children stood by me all those years of drinking even though I upset them very much. I wouldn't listen to them when they would complain about my drinking. I used food money, clothes money, and even stole to get my booze. I would be in several towns drinking and not caring for my wife and children.

I've had several good jobs. In California I worked at the Chrysler Corporation. I've worked in Pierre, Sioux Falls, Yankton, Aberdeen and finally Lake Andes. All my jobs were good jobs—high paying jobs, but I blew them because of drinking.

In 1973 my wife finally got me to see this Holy Man from Rosebud (I will not name him). He died last year. He took me into 19 straight ceremonies and I really found myself. He helped me to accept my Indian identity. I stayed in Rosebud for several days, then came back to the Lake Andes area.

I got involved with this Catholic priest who got me to be a lay leader, reading in church. I stayed with this because it was my crutch. On the Yankton Reservations we have no Indian Holy Man so this priest had to do. He damn near fouled me up because of their drinking and telling me to accept it as a holy drink. I couldn't buy that because I've seen too many alcoholic priests since I've been sober. I had to get away from the lay reader program because of alcoholism among the priests.

One day I found out about my son smoking marijuana. It made me very upset and mad. The only person I could rely on for help on my son's matter was my Indian Holy Man. He told me to go out and fast like they do. So I took my sacred pipe and went on this hill to fast. This helped me understand my son and it also helped my son. He no longer uses this dope, so I was taught to respect my culture very much. I love the animals, the trees, all nature and my culture helps me to stay sober.

The friends I had were still drinking so I had to find new ones. My family loves me very much although I've hurt them very much. Even though I neglected them for several years they have stood by me and I love them even more for that.

I work in the alcohol program as of now trying to help alcoholics like I've been helped. If I am working with Indian alcoholics, I tell them how our culture helped me find and keep my sobriety. I also use other counseling methods my training has taught me if they are unable to accept the cultural method which helped me.

Activities For Lesson 31

1. Discuss this Personal History. Include the six points outlined in Lesson 29. Record the main points of the story so you can use it in the comparison of all the alcoholics.
2. Discuss the religious conflicts that almost made this person lose his sobriety. Do you think he would recommend drinking for pleasure to other people and would he believe that the enjoyment he found at first were worth the bout with alcoholism? Notice the speed with which this person developed alcoholism and discuss how long it takes to develop alcoholism.

Questions For Lesson 31

1. How did this person begin his drinking and how much did he drink even at the beginning?
2. What helped him straighten up for awhile?
3. Tell about his second marriage.
4. What did he do to get more alcohol?
5. Tell about his working experiences and how he lost his jobs.
6. Tell how this person finally gained his sobriety.
7. What later became his crutch?
8. Tell about his religious conflict and what he did to resolve it.
9. How did he feel when he found his son smoking marijuana?
10. How did he use Indian Culture to get through the crisis with his son?
11. Tell about his friends and family.
12. What is he doing now?

Lesson 32

Personal History No. 3

My name is _____ and I am thirty-seven years of age. Formally a resident of Rapid City, South Dakota. I am an enrolled member of the Rosebud Reservation in South Dakota. I am half Indian and I am also a recovering alcoholic and drug abuser.

I think I probably started drinking at the ripe old age of 13 years and by the time I was 14, I feel that it was probably a problem although I didn't recognize it then. At the age of 17, I enlisted in the United States Navy and after serving approximately five years with the navy I was given a bad conduct discharge because of the actions that I demonstrated while under the influence of alcohol. The events leading up to that certainly did indicate a history of drinking.

At the age of 14 I was arrested for drunk driving in Rapid City and had numerous arrests for disorderly conduct resulting from drunkenness. By the time I entered the service of the United States Armed Forces, I had a fair knowledge of the effects of the various drugs and become fairly addicted to the use of speed or amphetamines. I found that by mixing the drug of alcohol and the various other drugs including marijuana I could get high much quicker. By the time I was twenty I feel that I was a confirmed alcoholic.

My life in the service consisted of getting drunk every night and drinking throughout the day while on duty. After receiving my discharge from the navy, I stayed on the East Coast. Before the ripe old age of 25 years old, I had an arrest record of about 350. I had, I believe, around 25 arrests for driving while intoxicated, numerous arrests for assault and battery, numerous arrests

for disorderly conduct, and numerous arrests for vagrancy. By the age of 25 I had also been through numerous marriages and common law situations. I had served time for common law situations which involved desertion on my part to the mother and child.

I made many futile attempts to sober up, but not once would I consider treatment, because I didn't want to be considered crazy. I have learned that people do care and through the course of having me put in jail, having charges brought against me with the threat of treatment or with the threat of a floater out of state people were actually doing this because they loved and cared for me. I couldn't recognize it in that form and I hated everybody for that and for other reasons.

My family life was not a life of love and affection. It was a life of obligation and restriction. To this day my parents have never told me that they loved me nor have they ever spoken the words. The words that they did speak were tolerance, hate, and that type of thing. I believe they loved me then and I believe they love me now, but I still believe they aren't capable of speaking love and that kind of language.

When I finally quit my drinking, I was able to get intoxicated on approximately half of a half pint of whiskey or a six pack of beer. I don't know if recognition of my problem with alcohol came into focus at the time of my desire for sobriety or not. When reality finally hit me it came in many forms. I realized that nobody wanted anything to do with me. People avoided me and wouldn't talk to me. I couldn't get any more money nor could I get a job. I couldn't find a place to live nor get gas for my car. People who cared, no longer cared and I had become just an obstacle and a bother to them. Reality hit me in the form of waking up one morning in my house to a bang on the door and finding the sheriff there informing me that all the possessions that we owned were being repossessed. He was immediately followed by the furniture company and the finance company. The landlord came and evicted me and on top of that my wife and two children left me and suddenly I was facing the world very naked and with no place to go except for help.

I think that when I first started sobering up, I felt that this might make people come back to liking me and accepting me again. The longer I stayed sober though, I started recognizing the fact that I was an alcoholic, a very addicted person, a very sick person, and in trouble in more ways than one. I tried AA and I don't believe AA worked for me because I don't think I wanted it to work for me. I went to a couple of close friends and think it was just through their conversations and probably my determination that I was able to gain sobriety and remain sober.

I now consider myself a Christian with very active relationship with my God and my family, but I also feel that I am remaining sober because of my involvement with myself. I suddenly realized that I am a human being and a fairly good one. I also recognized the fact that the only way I am going to correct the past is to work on the future. It's been a long road and the one in front of me looks even longer and in many respects looks even more rugged. As I look back over the eight or some odd years, I feel a great deal of reluctance, shame, fear, guilt, and depression, but then I don't think I would be where I am at now if I didn't have those kind of feelings about my past. I have very similar feelings when I look at the road in front of me. I am very afraid of the future, which, I suppose, is the reason that I am willing to go after it. Through the love, the help, the caring, and my needs for my family, and because of my family's similar feelings toward me, I believe that I am going to make it.

I feel very confident in myself, but I still have my periods of fear. I still have my periods of copping out, but I think I need to have these feelings in order for me to continue. To say I haven't had a drink in the length of my sobriety would be lying, but to say I have been sober would be honest. I suppose I have had in the vicinity of thirty drinks in the last eight odd years, but I have never experienced drunkenness nor intoxication. In this period of time, it has been approximately six years since I have had a drink and I don't think I will ever have to have another one.

I want to work very hard on myself, because I

want to be somebody. I'm not getting younger and the thought of getting old with nothing to provide for those who love me scares me. I intend to work on myself very hard in the next few years, and hopefully, this investment will pay out where I can continue to be a good person to myself and my family. Because of these benefits, I am sure I will be able to help other people in trouble. To-day, I'm working in the field of alcoholism counseling trying to help both Indians and non-Indians to gain the sobriety I cherish. My main goal is to help Indian alcoholics, but I will help anyone suffering from alcoholism. I'm not in the field of what I am doing entirely because of my wanting to help people, but also to help myself. If I can't do that, then in no way can I help other people.

Activities For Lesson 32

1. Discuss this Personal History. Include the six points outlined in Lesson 29 . Record the main points of the story so you can use it in the comparisons of all the alcoholics.
2. Discuss the influence of drugs on speeding up the development of alcoholism. Would _____ recommend that teen-agers drink and use drugs or does he believe that the feelings he had during that period in his life was worth the few good times? Discuss the different methods he used to gain sobriety and what finally worked.

Questions For Lesson 32

1. How does this person identify himself?
2. Tell about his early drinking and his Navy experience.
3. What happened between the time he was 14 until he was 20?
4. Discuss this person's arrest record and his early attempts at marriage.
5. Why did he want to sober up?
6. Describe this person's family life with his parents.
7. Describe his moment of reality and his encounter with the sheriff.
8. How did he finally gain sobriety?
9. Tell about his feelings toward himself and his family.
10. How does he feel about his past?
11. How does he view the future?
12. How does he view his work in relationship to himself?

Lesson 33

Personal History No. 4

My name is _____ and I'm forty-four years old. The past eight years have been very good years for me because they have been eight years of sobriety. Fortunately since I made a commitment to stop drinking eight years ago, I have not slipped nor taken even one drink. Before this time I had made several attempts to stop drinking. I would go as long as six months on a couple of occasions, but without a real commitment to stop, I would revert back to drinking. It seemed that each time I tried to stop and then started again, I would dislike myself more and would become even worse than I was before I tried to quit. I will come back to the good period of the last eight years after I tell about my earlier years.

I was born off the reservation but that was because my Grandfather lived off the reservation and my mother went to his place during the last month before I was born. I was back on the reservation before I was a month old. Some of my relatives were non-Indian and the rest of them were varying degrees of Indian Blood from one-sixteenth to nearly full blood. I looked like a non-Indian, but I felt like an Indian. We spoke English in the home, but could also speak and understand Lakota fairly well. I spent many evenings listening to older Indian People tell stories of long ago and I could imagine myself as a great warrior and hunter in my youthful fantasies. I could also identify with my non-Indian relatives. I sometimes had an identity crisis because some of my non-Indian relatives talked about Indians as if they were inferior. My Indian relatives talked about the wasicu (white man) as though the whites were inferior. I liked both and didn't know

which side to be on.

My father once saved some people from freezing and in their gratitude, they gave me a record player with many country western records. I also listened to the "Grand Ole Opry" on Saturday nights and I wanted to be a guitar player and country-western singing star. I dreamed of being a singing star and when I was about fourteen, I worked all summer and got a guitar. I broke my foot when a horse fell and while sitting around waiting for it to heal, I practiced hard on the guitar. I got fairly good at it and decided I would go to a few dances and see if they would let me play a song or two so I would get a chance to see what it was like. I found that I was terrified and I didn't even have nerve enough to ask if I could try. Up until then I had never even tasted alcohol in any form, but at about the second dance I went to, I found a friend who had a fifth of peppermint schnapps. After I had consumed the largest share of that I had no trouble getting up in front of the crowd. They liked me and for the next 20 years of playing music, Air Force, construction, going to college, and teaching school for years, alcohol helped me make all my important decisions, get up to sing and play, or just live through a fearful or trying event.

By the time I was twenty-six and was ready to get married, I was thoroughly convinced that I could do nothing of importance without a few drinks. I was partly under the influence of alcohol when I asked my wife to marry me, when we got married, on my wedding night, and on most of the dates leading up to our marriage. At that time I had a tremendous capacity and I honestly believe that my wife did not realize she was marrying an alcoholic. During the following ten years she certainly found out. Besides sitting home alone wondering where her guitar player was I took my family through one blazing car wreck and another serious one where we could have easily been killed.

I was always religious but as I watched most organized religions in action I could see very little similarity to the Bible which I read many times. Under terrible stress one night, I prayed for God

to show me the true religion. That very evening a lady who was one of Jehovah's Witnesses knocked at my door. I studied with the lady and her husband for awhile and realized that the Bible had been saying exactly the same thing. I knew then that I had finally found what I had been searching for, but it was five hard drinking years before I did anything about it.

When I finally wound up in the hospital, where

my doctor and two members from Alcoholics Anonymous persuaded me to go, I started to really take action on my religious knowledge. You could say that Alcoholics Anonymous and Jehovah's Witnesses helped me attain sobriety and now my devotion to my God, Jehovah, and trying to be a footstep follower of his Son, Jesus Christ, helps me to raise a happy family of six children and retain my precious sobriety.

Activities For Lesson 33

1. Discuss this Personal History. Include the six points outlined in Lesson 29 Record the main points in this story so you can use it in the comparisons of all the alcoholics.
2. Discuss the identity problem that a mix blood faces from both the Indian and non-Indian World. Discuss the dangers that an alcoholic's family lives with due to accidents and car wrecks. Would this person recommend teenage drinking in order for people to have courage enough to make their dreams come true or do you think he would recommend other ways of overcoming shyness.

Questions For Lesson 33

1. What did it take for this man to stop drinking and what happened when he had tried to quit before?
2. Where was he born and where was he raised?
3. What did he look like, but what did he feel like?
4. How did he sometimes have an identity crisis?
5. Tell about his great dream after getting a record player.
6. How did he learn to be a good guitar player and what happened when he tried to play in front of an audience?
7. How did he gain courage to play?
8. How did he use alcohol for the following twenty years?
9. How did alcohol affect his wedding and marriage?
10. Explain his feelings about religion and what happened.
11. What caused him to stop drinking?
12. How does he maintain his sobriety?

Lesson 34

Personal History No. 5

At the age of about ten years old, I can remember trying different ways of getting high. It was fun to do. Later it became the thing to do. The beginning was with lemon extract in pop or kool-aid. After a few weeks of this, storekeepers became wise to our use of lemon extract and stopped selling it to us. It became very difficult getting it. Even stealing became impossible. This is when we took our big step forward making money by selling pop bottles, copper, iron, and sneaking money from our folks. We also used our show money to chip in with older boys who in turn would get some older guy to buy cheap beer for all of us.

As I continued with this behavior in the years to come, it became a status symbol of how much you could drink before you were accepted by the older boys. Later on I quit school to get a job. I noticed at times, when I was around 18, that it was harder to get to work after drinking all night. It would take a can or two of beer to get me through the day. I think I kind of realized I was having problems with my drinking just before I went into the army. But the army provided me with everything I needed to further my education in the field of drinking.

During the time in the service I was always in trouble due to my drinking, but I could never see that it was because of me and my drinking. I thought people were against me because I was an Indian, and boy did I ever play that role there. I really began to play games with people and most of all myself. When I came back from Viet Nam I was really mixed up. I started drinking to forget, but later on I found out drinking wasn't the answer. As things went on I started losing friends

and I was becoming something I couldn't stand. I had to put up with me because I was all I had. All of my values and goals were gone and it seemed like there was nothing left to do but drink. I tried time after time with the help of some nice girls to change my ways only to fall again, again, and again. This didn't help with what I already thought of myself.

I stayed away from all of my family because I didn't want them to see that I was a very lonely lost drunkard. No, not a drunk, but a wine-o. A slobbering crying wine-o with nowhere to go or call home. There were so many nights I wished I were dead. I didn't know where to turn and was too ashamed to call my parents. This went on for sometime like about four years from the time I came home from Viet Nam in 1968. I was too scared to get close to anybody for fear of losing them again. With this thought in mind I tried to make it with a very nice lady who was married, had a very nice home, three lovely children, and a husband. She was ready to give this all up and go with me. God knows I tried, because I really fell hard this time, but I couldn't leave the booze alone. By this time I was really nothing and knew it.

Each day after that death sounded pretty good. I started giving the idea of killing myself some very long lonely drunk hours of thought. My one chance was to get to my folks and maybe just maybe they could help. Eight fifths and one quart whiskey, a freight train, and two days later I knocked on my folk's door and asked for help. They knew by the sight of me that I was drunk, sick, very lonely, ashamed, and really at the end of my rope. If they had said no I may not have been able to write this today. From that moment on my folks and I have found some old words with new meaning. "Welcome home. We missed you," and "I love you very much."

The past three years have been the happiest in my life because I am sober. It hasn't been easy getting to where I am today. With a lot of support and me not being ashamed to ask for help, I have really come to understand and respect myself as well as others. One thing we alcoholics can say is, we know what we are. My new way of life gets

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brighter each day. Don't get me wrong, everything isn't always rosy without booze, but we have learned to make it. I hope I haven't ruined your drinking. That's a lie. I hope I did ruin your drinking.

Activities For Lesson 34

1. Discuss this Personal History. Include the six points outlined in Lesson 29. Record the main points in this story so you can use it in the comparisons of all the alcoholics.
2. This man is nearly a full blood Indian, but he was raised in an urban setting. Discuss the differences with his story, being raised in an urban setting, and the individuals who had been raised on a reservation. Do you think he would recommend teenage drinking or any drinking as far as that is concerned?
3. Discuss the influence the military had on this person's drinking pattern. Notice that the military also had an affect on some of the other alcoholics that we discussed.

Questions For Lesson 34

1. How did this man begin drinking?
2. What did he call his big step forward and how did that lead to even more drinking?
3. How did his drinking progress until he entered the army?
4. Tell about his drinking in the service.
5. How did he come out of the service and what did he start doing then?
6. Tell about his values after he started losing friends and what he tried to do.
7. How did he feel after becoming a wine-o and why was he afraid to get close to anybody?
8. Tell about his experiences with a married lady.
9. Tell about his thoughts of suicide and the trip he made to his folk's place.
10. Tell about his reunion with his folks and tell some of the things they said to one another.
11. How does this man describe the happiest three years of his life?
12. How does he look at the future and what does he hope for you?

Lesson 35

Personal History No. 6

My name is _____ and I am a recovering alcoholic. Please note that I have used the word recovering not recovered. I use this for there is no cure for alcoholism and the alcoholic, like myself, can only maintain sobriety one day at a time and then by total abstinence from the ingestion of any beverage containing alcohol. This includes mixed drinks, beer, wine, shaving lotion, rubbing alcohol, sterno and any other "bottom level" drink alcoholics have been known to resort to in times of financial crisis.

My background is typical of middle class orientation and middle class values. I was raised in a family where alcohol was not condemned but neither was it used except on special occasions. My first real exposure to alcohol was during my college years and the first time I can remember being intoxicated was during my freshman year at a fraternity party. During my college years I used alcohol sparingly, but on the occasions of use I drank for the "good feeling" it gave me and usually drank too much. Upon graduation, I entered the Air Force as a 2nd Lt. and my drinking increased and the occasions of drunkenness increased proportionately. Upon release from active duty I took a job teaching in a large metropolitan school system and pursued graduate work to the level of a masters degree. After seven years in the classroom I was moved into administration and became an assistant principal in several junior and senior high schools. During my sixteen years in education I also remained active in the Air Force Reserve and was promoted through the ranks to the grade of Lt. Col. Also during those sixteen years my drinking increased and somewhere I lost control

as to when I would drink, how much I would drink, and what I would do when drinking. My tolerance, that once was high, was gone and I could not control that powerful and yet subtle desire to drink. I who was so confident of my abilities, position, manliness, and accomplishments, was fighting a frightening and losing battle over a disease that I could not understand and would not admit to--alcoholism.

During my last year of drinking I experienced black-outs, terrible shaking in the morning, physical pain, mental anguish and all this on about a quart of vodka a day. One afternoon I fell into an alcohol coma and was rushed to emergency at a hospital. At that low point I had already lost a job of sixteen years, a marriage of fifteen years, but I had not lost the craving to drink. By now my self-image and self-worth was shattered; I had drunk to the destruction of my professional life, my social life, my family life and my financial security. The future looked hopeless and at best I felt I was destined to join those on skid row and drink to oblivion to erase the pain of failure.

Such was not the case. From the emergency room I was transferred to an alcoholic treatment center and my recovery began there with my introduction to Alcoholics Anonymous. I found a new way of living and a new way of coping. My problem was not alcohol, my problem was me. I used alcohol as a mood altering chemical to numb my bad feelings and to enhance my good ones. I used alcohol to ease the pain of a lack of self acceptance and self-respect and to make me feel more important than I was. Today I maintain sobriety by active participation in Alcoholics Anonymous and by working with drinking alcoholics. I now cherish my seventeen months of sobriety far more than I once revered drinking and through the help of many people can once again lead a useful and productive life.

Activities For Lesson 35

1. Discuss this Personal History. Include the six points outlined in Lesson 29. Record the main points in the story so you can use it in the comparisons of all the alcoholics.

2. Discuss the differences between Indian and non-Indian alcoholism. Does it really make any difference in the amount of suffering that alcoholism causes. Discuss the physical pain and the social destruction that alcoholism causes. Would this man recommend teenage drinking or any drinking?

3. From looking at this case, discuss forcing people to enter recovery programs. Discuss Alcoholics Anonymous as a means of keeping straight.

Questions For Lesson 35

1. How does this alcoholic define alcoholism?
2. How does he recommend maintaining sobriety?
3. What is his background?
4. What kind of family did he come from and what was their view of alcoholism?
5. How did this person start drinking?
6. How long did it take for him to develop alcoholism?
7. Was he successful in his work during his teaching years and why do you answer that way?
8. What was this man confident of and why was alcoholism such a shock to him?
9. What did he experience that last year of drinking?
10. What were all of the things — lost and what did he think the future held at that time?
11. How did he sober up and what did he learn?
12. How does he maintain sobriety and how does he feel about being sober?

Lesson 36

A Conclusion and A Beginning

You have been introduced to five recovering alcoholics. You may now have a different idea of the alcoholic and his feelings. Each of the alcoholics have shared their deep feelings, their hurts, their despair, and also their victories. The average person who looks at an alcoholic either believes he is a fun-filled loafer who really enjoys his irresponsibility or is a sort of idiot who doesn't know any better. They do not know that he is filled with self loathing, guilt and general disgust at himself. The thought of suicide comes frequently and often becomes a reality before the alcoholic receives help.

Alcoholism is one of the three leading killers of all people and is number one for Indian people. The other two are cancer and heart disease both of which appear to be beyond the power of the individual to control either its onset or to influence its remediation after the disease has progressed to a stage where it can be diagnosed. Alcoholism fits this same mold after the onset of the disease. The major difference is the fact that alcoholism is self-induced. It is this factor which causes people to view the alcoholic as a weak-willed, irresponsible loafer. Many of the same people who judge the alcoholic this way are also "social drinkers" and probably drank as much as the alcoholic while the alcoholic was contracting the disease of alcoholism. Since they did not become addicted to alcohol, they cannot understand why the alcoholic did, in fact, become addicted. Since you have studied about alcoholism, you are now better equipped to understand the alcoholic and realize that his sickness or disease is just as far beyond his control to overcome without help as the diseases of heart

trouble and cancer are beyond the individual's power to control without help.

The title of this lesson is "A Conclusion and a Beginning." It is a conclusion because there are no more lessons in this book. It is a beginning, because, with an increased knowledge and understanding of alcoholism, you will be better able to view the recovering alcoholic with understanding and empathy. You will be able to view the practicing alcoholic with an understanding and realization that you are dealing with a sick person who is filled with all the emotions described for you by the alcoholics to whom you have been introduced in this book.

Another thing you are now equipped to do is encourage people who are working in the field of alcoholism. You now have knowledge to share the things you have learned with people in your community so that old myths can be replaced with knowledge and understanding. Another purpose of this book is to help you make realistic decisions on drinking. It may be that you would learn to drink responsibly or you may take the option to say, "no", to alcohol realizing that anyone who drinks socially is taking the risk of becoming an alcoholic. If you are already drinking, here are ten questions you may ask yourself: (1) Do you think and talk about drinking often?, (2) Do you drink more now than you used to?, (3) Do you sometimes gulp drinks?, (4) Do you often take a drink to help you relax?, (5) Do you drink while you are alone?, (6) Do you sometimes forget what happened while you were drinking?, (7) Do you keep a bottle hidden somewhere for quick pick-me-ups?, (8) Do you need a drink to have fun?, (9) Do you ever just start drinking without thinking about it?, (10) Do you drink after you have had a drinking bout to relieve a hangover? If you can answer four or more of these questions, "yes", you may be among the nine million or more alcoholics in the United States.

Unlike Personal history #5, I don't hope I have ruined your drinking, but I hope I have made you think responsibly about your drinking and view alcohol, drinking, and excessive drinking in a proper perspective.

Activities For Lesson 36

1. Discuss the main points you have recorded about the six alcoholics to whom you have been introduced. Discuss the similarities in their drinking patterns and discuss the differences according to the reasons you see for the differences. Notice all are happy to be sober.
2. Look back through the lessons to some you particularly liked or some you did not understand very well and reread and rework them.
3. Use the knowledge you have gained to make more lessons of your own. You may use some of the additional activities recorded in this book.

Questions For Lesson 36

1. What are some of the things the six alcoholics shared with you?
2. How does the average person look at the alcoholic?
3. What is he filled with and what might he do?
4. Compare alcoholism to cancer and heart disease.
5. What is the difference between the alcoholic and the social drinker?
6. How is this, "A Conclusion and a Beginning"?
7. What are you now equipped to do?
8. What is another purpose of this book?
9. What are some of the decisions you can make on drinking?
10. Review and answer to yourself the ten questions. You do not have to write down the answer, just think about it.
11. How many alcoholics are in the United States?
12. What does the author hope for you?

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All other photos courtesy of the Western Region Alcohol Training Center,
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